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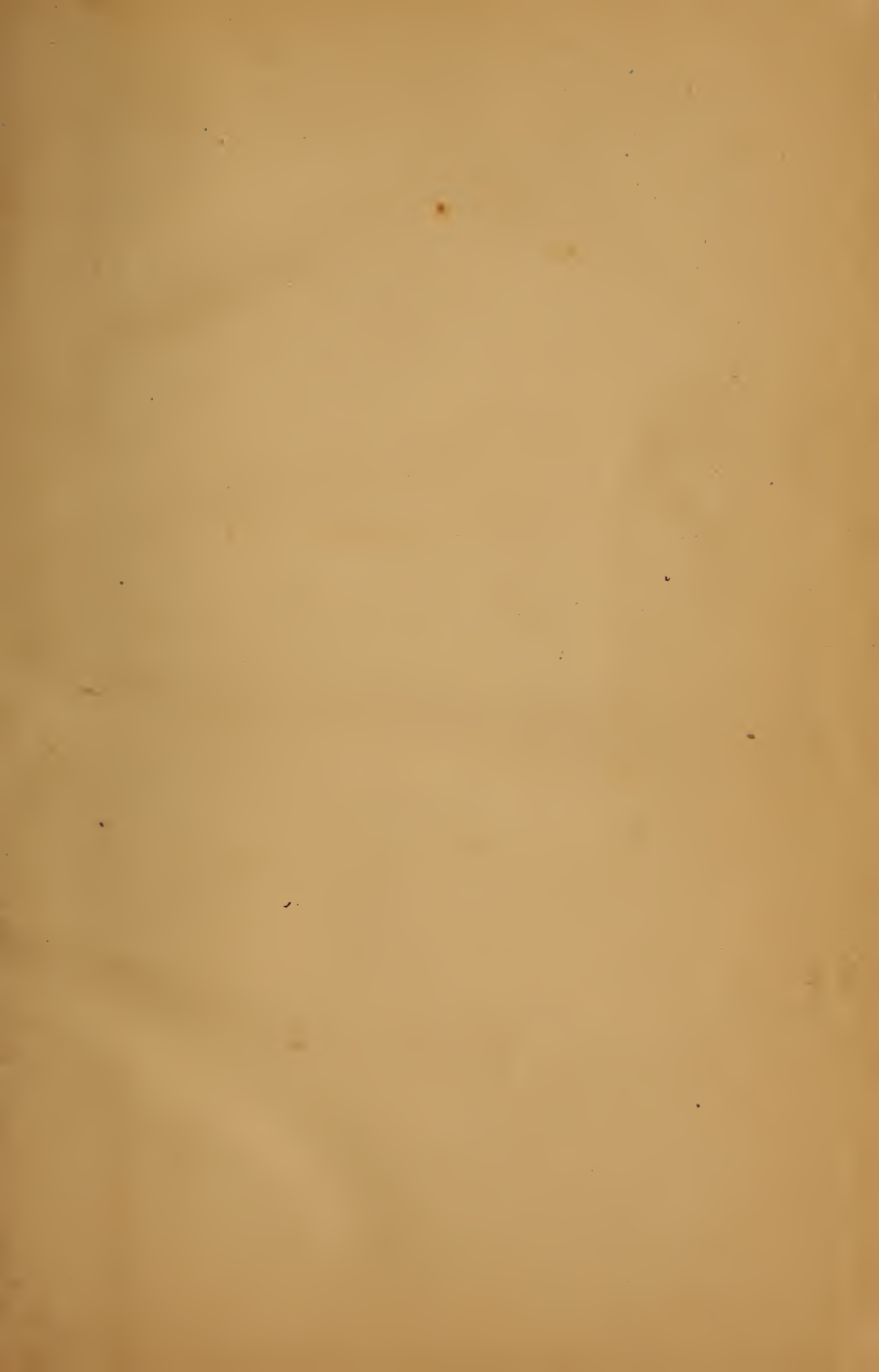
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FIRST

LESSONS IN FRENCH.

AN INTRODUCTION

TO THE

PRACTICAL AND INTELLECTUAL METHOD  
OF LEARNING FRENCH.

37

BY

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## P R E F A C E .

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AT the pressing invitation of several French Teachers who have used successfully our Complete Course with advanced classes, and in order to popularize a system of instruction highly recommended by competent judges, we publish this little treatise as an *introduction* to the PRACTICAL INTELLECTUAL METHOD FOR LEARNING FRENCH. It will be found to contain, in a few pages, clear and comprehensive views of the TEN essential elements of the French language.

By means of graduated ORAL exercises based on accurate ORTHOËPIC principles, which are fully developed at the beginning of this volume, the primitive GALLIC sounds, interpreted by PRACTICAL TEACHERS, do not undergo the pernicious process of ASSIMILATION to English ones—the GALLIC and ANGLO-SAXON idioms, in this respect, differing entirely. Guided, afterwards, by the SYLLABIC division of words—the first element of a pure pronunciation of the French tongue,—by the simple practice of our primary reading-lessons, in which the Orthoëpic element—(the DIVISION OF WORDS INTO SYLLABLES) is introduced,—learners cannot fail to acquire correct principles of ENUNCIATION.

Entirely free from those intricate theories based on grammatical fallacies; adopted by the most prominent French grammarians of the day, our definitions of the TEN parts of FRENCH SPEECH, their NATURE, and the OFFICE each performs in it, will be easily understood by the youngest classes of learners, who, afterwards, in our complete course, will be taught what place, in FIGURATIVE constructions, French Syntax assigns to these rudiments of the French tongue.

It is believed that THEORY and PRACTICE, in this elementary text-book, are so intimately connected, that beginners cannot help getting clear conceptions of the cases presented in it; nor can they lose sight of the LEADING PRINCIPLES which guide them in the composition of French sentences.

Contrary to other methods, all, so far as we are aware, WITHOUT EXCEPTION, based on erroneous CONCEPTIONS of the French subjunctive mode,\* we

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\* QUE J'AIE, QUE J'EUSSE, expressions without DETERMINATE meaning, answer literally to: *that I have, that I had*, though translated into English by: *that I may have, that I might have*, expressions in French, answering to: QUE JE PUISSE AVOIR, QUE JE PUSSE AVOIR.

offer to beginners a complete and rational study of French verbs, either REGULAR or IRREGULAR. Developed by simple theories, going hand in hand with the PRACTICAL application of MODE, TENSE, PERSON and NUMBER, our system of teaching that most important part of a language—THE VERB—renders easy what is incomprehensible and not practically taught by other text-books.

Followed by examples of grammatical parsing placed at the end of this elementary course, simple as they are, our MODELS of primary French constructions constitute a characteristic feature of our SYSTEM which aims, principally, at the CULTIVATION and gradual DEVELOPMENT of the student's mind; reproducing in their grammatical parsing the precepts of our preceding lessons, step by step, and surely initiating learners to the more arduous but not less useful task of French COMPOSITION, those models will free them from the PASSIVE process of TRANSLATION, which characterizes former methods.

WORDS and EXPRESSIONS, we must remark, are the true images of our IDEAS: therefore, translations are mere copies. On the contrary: "*Le style c'est l'homme*," as has been judiciously said by the naturalist Buffon, one of the most elegant French prose writers. We may thus see how prejudicial, to our schools, are systems of teaching based on rules without meaning, and cultivating exclusively the MEMORY at the expense of a nobler faculty—the UNDERSTANDING.

Although devoid of that mental faculty—special gift of the human race—by dint of repeated teachings PARROTS and MAG-PIES will utter sentences, which, however LOGICALLY constructed and properly articulated, are nevertheless HOLLOW SOUNDS, no thought having set them in motion.

To parents solicitous about the education of their children, and to honest instructors understanding the nobleness of their duties, we call attention to the GREAT EVIL signalized in the foregoing lines; adding, with conviction, that the general failure of FRENCH STUDIES is due to the incomplete and FAULTY systems of teaching, which UNQUALIFIED French teachers, through ignorance, introduce into our schools.

To appreciate the foregoing, see, in our complete course, the critical strictures on the French text-books used actually in our schools and universities.

J. B. S.

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# FIRST LESSONS IN FRENCH.

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## INTRODUCTION.

IN the French language, as in the English, there are two kinds of letters—VOWELS and CONSONANTS.

The VOWELS are six in number: A, E, I, O, U, Y. They are called vowels, because they represent simple sounds without the help of other letters.

The CONSONANTS in French are nineteen in number: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z. They have received that name, because, without the help of vowels, they cannot produce sounds.

Besides the sounds represented by the six vowels, there are in the French language others as simple in their nature, which are represented by combinations of letters, and by vowels modified by certain signs called ACCENTS: AI, AU, EU, OU, EN, ON, UN, though composed of more than one letter, must be considered as mere vowels, each of them representing a simple sound.

AN, IN, ON, UN, etc., etc., being pronounced through the nose, represent what are called NASAL sounds.

The ACCENTS in the French language are the *acute* ('), the *grave* (`), and the *circumflex* (^).

The ACUTE ACCENT is used only with the letter E (É), which, when so modified, is denominated the *closed E*, because the mouth is nearly closed in sounding it.

The GRAVE ACCENT when used with the letter E (È), indicates the *open* sound; so-called, because the mouth is wide open in the pronunciation.

It is also used as a mark of distinction of different parts of speech. (See "Complete Course," N. 428-433.)

The CIRCUMFLEX ACCENT indicates a *prolongation* of the sound of the vowels over which it is used, and shows that some letter has been dropped.

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### EXERCISE I.

#### EXAMPLES OF VOWELS OR SIMPLE SOUNDS.

Teachers should pronounce the several elementary sounds represented by each letter, and have the same repeated by the pupils.

A a <i>a</i>	A* à <i>à</i>	A â <i>â</i>
<i>a-mi,</i> <i>friend.</i>	<i>à,</i> <i>at.</i>	<i>â-me,</i> <i>soul.</i>
E e <i>e</i>		E é <i>é</i>
<i>de-mi,</i> <i>half.</i>		<i>é-té,</i> <i>summer.</i>
E è <i>è</i>		E ê <i>ê</i>
<i>mè-re,</i> <i>mother.</i>		<i>tê-te,</i> <i>head.</i>
I i <i>i</i>	I î <i>î</i>	Y y <i>y</i>
<i>i-ma-ge,</i> <i>image.</i>	<i>î-le,</i> <i>island.</i>	<i>ly-re,</i> <i>lyre.</i>
O o <i>o</i>		O ô <i>ô</i>
<i>o-bo-le,</i> <i>obolus.</i>		<i>ô-té,</i> <i>taken.</i>
U u <i>u</i>		U û <i>û</i>
<i>mu-tin,</i> <i>head-strong.</i>		<i>mâ-re,</i> <i>mulberry.</i>

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\* Capital letters in French take no accent.

There are three kinds of E:

E *mute* (E) in pronunciation is scarcely audible, as in ME, *me*, DE, *of*, LIVRE, *book*, TABLE, *table*, etc. Sometimes it is not sounded at all: such is the case with the following words: JE PRIE, *I pray*; JE PRIERAI, *I will pray*; PAIEMENT, *payment*.

E *closed* (É) as in É-TÉ, *summer*; PAR-LÉ, *spoken*; A-MÉ-NI-TÉ, *amenity*. It also takes the close sound when followed by R or Z, as RO-CHEr, *rock*; NEZ, *nose*.

E *open* (È) as in SUC-CÈS, *success*; MO-DÈ-LE, *model*; ZÈ-LE, *zeal*; MÈ-RE, *mother*; PÈ-RE, *father*. The circumflex accent (^) indicates the same prolonged sound, as in MÊ-ME, *same*; TÊ-TE, *head*.

Vowels are LONG or SHORT.

LONG VOWELS are those on which we dwell a long time when pronouncing them; SHORT ONES, those which we pass over rapidly, therefore:

A is long as in PÂ-TE, *paste*, or short as in PAT-TE, *paw*.

E is long as in BÊ-CHE, *spade*, or short as in BRÈ-CHE, *breach*.

I is long as in É-PÎ-TRE, *epistle*, or short as in PE-TI-TE, *small*.

O is long as in MO-TION, *motion*, or short as in MO-DE, *fashion*.

U is long as in FLÛ-TE, *flute*, or short as in CUL-BU-TE, *somerset*.

Y is sometimes used for a simple I, sometimes for a double I. On that account it is placed among vowels.

It is used for double I after vowels in the middle of words, thus: PA-YS, *country*; ES-SU-YER, *to wipe*; MO-YEN, *means*; pronounced as if they were written: *pai-is*, *es-sui-ier*, *moi-ien*.

It is used for single I, at the beginning or the end of words: as in YACHT, *yacht*; DEY, *day*, etc.

#### EXAMPLES FOR PRACTICE IN THE PRONUNCIATION OF VOWELS.

MÈ-RE, <i>mother</i> .	PÈ-RE, <i>father</i> .	FRÈ-RE, <i>brother</i> .
TA-BLE, <i>table</i> .	Â-ME, <i>soul</i> .	LI-VRE, <i>book</i> .
ME, <i>me</i> .	PRIE, <i>pray</i> .	É-GLI-SE, <i>church</i> .
FER-MER, <i>to shut</i> .	JE PRI-e-RAI, <i>I will pray</i> .	PA-YS, <i>country</i> .
MO-DÈ-LE, <i>model</i> .	YACHT, <i>yacht</i> .	MÈ-CHE, <i>wick</i> .
BÊ-CHE, <i>spade</i> .	PAT-TE, <i>paw</i> .	PÂ-TE, <i>paste</i> .
MO-YEN, <i>means</i> .	AY-EZ, <i>have</i> .	A-MI-TIÉ, <i>friendship</i> .
MU-LE, <i>mule</i> .	SUR, <i>on</i> .	SÛ-RE, <i>sure</i> .
MO-TION, <i>motion</i> .	PE-TI-TE, <i>small</i> .	GÎ-TE, <i>retreat</i> .
AC-CÈS, <i>access</i> .	PRO-CÈS, <i>law-suit</i> .	Â-NE, <i>donkey</i> .

## EXERCISE II.

## ARTICULATIONS OR SIMPLE CONSONANTS.

B b *b*ro-*be*,  
gown.P p *p*pa-*pe*,  
pope.C c *c*roc,  
rock.K k *k*ki-lo-gram-me,  
*a weight.*Q q *q*pi-*que* (at cards),  
*spade.*G g *g*fi-*gue*,  
*fig.*J j *j**jé*,  
*J.*D d *d*mo-*dé*,  
*mode.*T t *t*pâ-*te*,  
*paste.*F f *f*gi-*raf-fe*,  
*cameleopard.*V v *v*ri-*ve*,  
*shore.*L l *l*pô-*le*,  
*pole.*R r *r*ma-*re*,  
*marsh.*M m *m*da-*me*,  
*lady.*N n *n*lu-*ne*,  
*moon.*S s *s*en-*tor-se*,  
*sprain.*Z z *z*,ga-*ze*,  
*gause.*X x *x*fi-*xe*,  
*steady.*H h *h*har-*pe*, (aspirate),  
*harp.*H h *h*ha-bi-*tu-de*, (mute),  
*custom.*

REMARKS.—The final syllables, in *italics*, give exactly the sound of these articulations or consonants—C, in roc, sounds like K.

Though the consonant H is said to be aspirated in French, it never requires that hard expulsion of breath, which characterizes the same letter in English.

H, *aspirate*, forbids the elision of the article; H, *mute*, requires the dropping of *a* or *e*. Therefore, say: *la harpe, l'habitude*. H, after T, is always silent in French.

#### EXAMPLES FOR PRACTICE.

SOC, <i>ploughshare</i> .	CROC, <i>hook</i> .	BE-SOIN, <i>want</i> .
CA-RA-FE, <i>tankard</i> .	KI-LO-MÊ-TRE, <i>kilomètre</i>	NAP-PE,* <i>table-cloth</i> .
HAR-PE, <i>harp</i> .	PAT-TE, <i>paw</i> .	PLU-ME, <i>pen</i> .
PRU-NE, <i>prune</i> .	CO-MO-DE, <i>bureau</i> .	LA-ME, <i>blade</i> .
TA-PE, <i>knock</i> .	LI-GUE, <i>league</i> .	RÔ-LE, <i>part</i> .
PA-RO-LE, <i>word</i> .	É-CO-LE, <i>school</i> .	TIN-TA-MAR-RE, <i>noise</i> .
RI-XE, <i>fight</i> .	A-FRI-QUE, <i>Africa</i> .	MO-DI-QUE, <i>modicum</i> .
A-MOR-CE, <i>priming</i> .	RA-RE, <i>scarce</i> .	VI-VE, <i>alive</i> .
TO-PA-ZE, <i>topaz</i> .	MOR-SE, <i>sea-cow</i> .	U-NE, <i>one</i> .

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### EXERCISE III.

#### EXCEPTIONAL SOUNDS OF SOME LETTERS.

(In this exercise, teachers should require pupils to pronounce the exceptional sounds, and should explain in what cases those sounds occur).

E, sounds like È before B, P, C, G, D, T, F, L, R, S, when they stand at the end of words, or when these *consonants* are followed by another. E, adopts also the same sound when preceding X, or N. See EX. XII.

HO-REB, *Horeb*; REP-TI-LE, *reptile*; PEC-TO-RAL, *pectoral*; FLEG-MA-TI-QUE, *phlegmatic*; ED-MOND, *Edmund*; NET, *neat*; NEF, *nave*; BA-BEL, *Babel*; ER-MI-TE, *hermit*; PES-TE, *plague*; EX-TRÊ-ME, *extreme*.

C, sounds like S, before *e, i, y*; CE-LA, *that*; CI-TÉ, *city*; CY-GNE, *swan*; before *a, o, u*, that consonant sounds like K.

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\* See XV. Exercise, remark 4.



Ç, sounds like S, before *a, o, u*: FA-ÇA-DE, *front*; FA-ÇON, *fashion*; RE-ÇU, *receipt*; without cedilla (*ç*) it sounds like K.

G, sounds like J, before *e, i, y*; it sounds hard before *a, o, u*. JU-GE, *judge*; ROU-GI, *reddened*; E-GYP-TE, *Egypt*.

S, sounds like Z, between two vowels: RO-SÉ, *rosy*; DÉ-SIR, *desire*; RE-PO-SOIR, *repository*.

T, sounds like S, before *ieux, ion, ial*: MI-NU-TIEUX, *minute*; NA-TION, *nation*; MAR-TIAL, *martial*.

X, sounds like GZ: XÉ-NO-PHON, *Xenophon*; EX-IL, *exile*.

## PRACTICE.

CA-LEB, <i>Caleb</i> .	I-NEP-TE, <i>idiot</i> .
SEC-TION, <i>section</i> .	FLEG-ME, <i>phlegmatic</i> .
ED-GARD, <i>Edgard</i> .	CET-TE, <i>this</i> .
EF-FET, <i>effect</i> .	BEL-LE, BEL, <i>handsome</i> .
SER-PENT, <i>snake</i> .	CER-TAIN, <i>certain</i> .
RES-TE, <i>remnant</i> .	LES-TE, <i>light</i> .
EX-PO-SI-TION, <i>exposition</i> .	CE-LA, <i>that</i> .
CI-MENT, <i>cement</i> .	SCY-THE, <i>Scythian</i> .
JU-GE-MENT, <i>judgment</i> .	LE-ÇON, <i>lesson</i> .
FA-ÇON-NER, <i>to model</i> .	NOUS RE-ÇÛ-MES, <i>we received</i> .
GYP-SE, <i>gypsum</i> .	RO-SE, <i>rose</i> .
É-CLO-SE, <i>blooming</i> .	LOI-SIR, <i>leisure</i> .
PLAI-SANT, <i>pleasing</i> .	RE-SER-VOIR, <i>reservoir</i> .
PRÉ-TEN-TIEUX, <i>pretentious</i> .	NA-TIO-NAL, <i>national</i> .
PAR-TIAL, <i>partial</i> .	A-LEX-AN-DRE, <i>Alexander</i> .
EX-EM-PLE, <i>example</i> .	A-LEX-AN-DRIE, <i>Alexandria</i> .
EX-OR-BI-TANT, <i>exorbitant</i> .	

## EXERCISE IV.

## COMPOUND SOUNDS AND ARTICULATIONS.

*Compound sounds (VOWELS) in the form only.*

AI,	AU,	EU,
J'AI, <i>I have</i> .	É-TAU, <i>screw</i> .	NE-VEU, <i>nephew</i> .
OU,	IE,*	UE,
HI-BOU, <i>owl</i> .	PIE, <i>maggie</i> .	RUE, <i>street</i> .

\* E, in *pie* and *rue* is not sounded at all; it is a silent vowel. (See E mute, p. 9.)

AN,                      IN,                      ON,                      UN,  
 MA-MAN, *mamma*.   LA-PIN, *rabbit*.   SA-VON, *soap*.   A-LUN, *alum*.

## COMPOUND SOUNDS OR DIPHTHONGS.

IA, DIA-BLE, <i>devil</i> .	IE, PI-TIÉ, <i>pity</i> .	IÈ, FIÈ-VRE, <i>fever</i> .
IO, FIO-LE, <i>vial</i> .	OI, ROI, <i>king</i> .	IEU, DIEU, <i>God</i> .
IAN, VIAN-DE, <i>meat</i> .	IEN, BIEN, <i>good</i> .	IEN,* PA-TIEN-CE, <i>patience</i> .
ION, PION, <i>pawn</i> .	OUA, OUA-TE, <i>wadding</i> .	OUI, OUI, <i>yes</i> .
OUA, GOUA-CHE, <i>a painting</i> .	UI, LUI, <i>him</i> .	UIN, JUIN, <i>June</i> .

## COMPOUND ARTICULATION IN THE FORM ONLY.

CH, VA-CHE, <i>cow</i> .	PH, PA-RA-PHE, <i>flourish</i> .	GN, VI-GNE, <i>vine</i> .
QU, PÂ-QUE, <i>Easter</i> .	GU, VA-GUE, <i>sea</i> .	GE, GA-GEU-RE, <i>bet</i> .

## COMPOUND ARTICULATIONS.

BL, BLAN-CHE, <i>white</i> .	PR, PRIN-CE, <i>prince</i> .	GL, GLAN-DE, <i>gland</i> .
ST, STAN-CE, <i>stanza</i> .	SCR, SCRU-PU-LE, <i>scruple</i> .	

## EXERCISE V.

## SIMPLE SOUNDS

*Preceded by Simple or Compound Articulations in the form only.*

BA, BA-GUE, <i>ring</i> .	BE, RO-BE, <i>gown</i> .	BÉ, BÉ-NIR, <i>to bless</i> .
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\* See the Synoptical Table and its Remarks, page 35.

BÈ, BÈ-GUE, <i>stammerer.</i>	BÊ, BÊ-TE, <i>beast.</i>	BI, BI-JOU, <i>jewel.</i>
BO, BO-BI-NE, <i>spool.</i>	BU, BU-TIN, <i>spoils.</i>	BÂ, BÂ-TON, <i>stick.</i>
BÛ, BÛ-CHE, <i>fire-wood.</i>	PE, PE-LU-RE, <i>paring.</i>	PÉ, PÉ-CHÉ, <i>sin.</i>
PÈ, PÈ-RE, <i>father.</i>	PÊ, PÊ-CHE, <i>fishing.</i>	PI, PI-LON, <i>pestle.</i>
PO, PO-LI, <i>polite.</i>	PU, PU-RE-TÉ, <i>purity.</i>	PÂ, PÂ-TE, <i>paste.</i>
PA, PA-PA, <i>papa.</i>	PY, PY-RA-MI-DE, <i>pyramid</i>	CE, PLA-CE, <i>place.</i>
CÉ, CÉ-LE-RI, <i>celery.</i>	CÈ, CÈ-DRE, <i>cedar.</i>	CI, CI-TÉ, <i>city.</i>
CY, CY-GNE, <i>swan.</i>	CO, CO-TON, <i>cotton.</i>	CÔ, CÔ-TE, <i>coast.</i>
CA, CA-FÉ, <i>coffee.</i>	CU, CU-VE, <i>vat.</i>	CA, CÂ-LIN, <i>flatterer.</i>
KA, MO-KA, <i>mocha.</i>	KI, KI-LO-MÈ-TRE, <i>kilometer.</i>	KO, KO-RAN, <i>koran.</i>
GÂ, GÂ-CHE, <i>lock.</i>	GA, GA-LON, <i>lace.</i>	GO, GO-BE-LET, <i>tumbler.</i>
GU, LÉ-GU-ME, <i>vegetable.</i>	GÉ, GÉ-NIE, <i>genius.</i>	GE, GE-NOU, <i>knee.</i>
GÎ, GÎ-TE, <i>shelter.</i>	JO, JO-LI, <i>pretty.</i>	JU, JU-PON, <i>petticoat.</i>
JA, JA-LON, <i>stake.</i>	JE, JE-TON, <i>counter.</i>	JÉ, JÉ-RÔ-ME, <i>Jerome.</i>

## EXERCISE V.—CONTINUED.

DI, DI-RE, <i>to tell.</i>	DO, I-DO-LE, <i>idol.</i>	DY, DY-NAS-TIE, <i>dynasty.</i>
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DU, DU-PE, <i>dupe.</i>	DE, DIN-DE, <i>turkey.</i>	DA, DA-ME, <i>lady.</i>
DÉ, DÉ-MON, <i>demon.</i>	DÈ, MO-DÈ-LE, <i>modcl.</i>	DÔ, DÔ-ME, <i>cupola.</i>
DÎ, DÎ-ME, <i>dîme.</i>	TA, TA-PE, <i>slap.</i>	TI, TI-ROIR, <i>drawer.</i>
TO, TO-TAL, <i>total.</i>	TY, TY-RAN, <i>tyrant.</i>	TU, TU-MUL-TE, <i>uproar.</i>
TE, TE-NIR, <i>to hold.</i>	TA, TA-CHE, <i>spot.</i>	TÉ, TÉ-MOIN, <i>witness.</i>
TÔ, TÔ-LE, <i>sheet iron.</i>	TÊ, TÊ-TE, <i>head.</i>	FU, FU-TI-LE, <i>trivial.</i>
FÂ, FÂ-CHÉ, <i>sorry.</i>	FE, FE-MEL-LE, <i>female.</i>	FA, FA-TAL, <i>ominous.</i>
FÉ, FÉ-CU-LE, <i>fecula.</i>	FÈ, FÈ-VE, <i>bean.</i>	FÊ, FÊ-TE, <i>feast.</i>
FI, DÉ-FI, <i>challenge.</i>	FO, FO-LIE, <i>folly.</i>	VA, VA-NI-TÉ, <i>vanity.</i>
VO, VO-LEUR, <i>thief.</i>	VI, VI-PÈ-RE, <i>viper.</i>	VU, POUR-VU, <i>provided.</i>
VE, VE-NIR, <i>to come.</i>	VÉ, VÉ-RI-TÉ, <i>truth.</i>	VÊ, VÊ-TIR, <i>to clothe.</i>
LE, LE-VU-RE, <i>yeast.</i>	LA, LA-ME, <i>blade.</i>	LÉ, LÉ-GAL, <i>legal.</i>
LÈ, É-LÈ-VE, <i>pupil.</i>	LO, LO-CAL, <i>place.</i>	LI, LI-ME, <i>file.</i>
LY, LY-RE, <i>lyre.</i>	LU, LU-TIN, <i>mischievous.</i>	LÂ, LÂ-CHE, <i>coward.</i>
RE, RE-DI-RE, <i>to repeat.</i>	RI, RI-DE, <i>furrow.</i>	RO, RO-SE, <i>rose.</i>
RU, RU-RAL, <i>rural.</i>	RA, RA-RE, <i>scarce.</i>	RÊ, RÊ-VE, <i>dream.</i>

RÉ,  
CU-RÉ, *parson.*

ME,  
ME-LON, *melon.*

MÉ,  
MÉ-RI-TE, *merit.*

MÈ,  
MÈ-RE, *mother.*

## EXERCISE V.—CONCLUDED.

MÊ,  
MÊ-ME, *same.*

MI,  
A-MI, *friend.*

MO,  
MO-DU-LE, *standard.*

MU,  
MU-TIN, *stubborn.*

MA,  
MA-TIN, *morning.*

NÈ,  
NÈ-GRE, *negro.*

NI,  
NI-CHE, *recess.*

NO,  
NO-TE, *note.*

NU,  
NU-QUE, *back of the head.*

NE,  
LU-NE, *moon.*

NA,  
NA-TU-RE, *nature.*

NÉ,  
NÉ-GA-TION, *negation.*

SU,  
SU-REAU, *elder.*

SA,  
SA-ME-DI, *Saturday.*

SE,  
SE-RIN, *canary bird.*

SÉ,  
SÉ-VÈ-RE, *severe.*

SÈ,  
SÈ-CHE, *dry.*

SI,  
SI-GNE, *sign.*

SO,  
SO-LI-DE, *solid.*

SY,  
SY-RIE, *Syria.*

ZÉ,  
ZÉ-RO, *naught.*

ZO,  
ZO-NE, *zone.*

ZÈ,  
ZÈ-LE, *zeal.*

ZU,  
A-ZU-RÉ, *bluish.*

ZE,  
GA-ZE, *gause.*

ZI, ZA,  
ZI-ZA-NIE, *dissension.*

ZY,  
A-ZY-ME, *asyme.*

XA,  
IL FI-XA, *he fixed.*

XÉ,  
TA-XÉ, *tasked.*

## COMPOUND ARTICULATIONS IN THE FORM ONLY.

CHA,  
CHA-RI-TÉ, *charity.*

CHE,  
CHE-MIN, *road.*

CHI,  
CHI-CA-NE, *pettifoggling.*

CHÊ,  
CHÊ-NE, *oak.*

CHO,  
CHO-QUÉ, *shocked.*

CHU,  
CHU-TE, *fall.*

CHY,	PHI,	PHA,
CHY-LE, <i>chyle.</i>	PHI-LO-SO-PHE, <i>philosopher.</i>	PHA-RE, <i>lighthouse.</i>
PHO,	PHÉ,	GNA,
PHO-QUE, <i>seal.</i>	PHÉ-NIX, <i>phenix.</i>	IL GA-GNA, <i>he gained.</i>
GNÉ,	GNI,	GNO,
RO-GNÉ, <i>shaved.</i>	BÉ-NI-GNI-TÉ, <i>goodness.</i>	I-GNO-RÉ, <i>ignored.</i>
QUA,	QUI,	QUO,
QUA-LI-TÉ, <i>quality.</i>	QUI-CON-QUE, <i>whoever.</i>	QUO-TI-DIEN, <i>daily.</i>
QUÊ,	GUE,	GUÉ,
QUÊ-TE, <i>collection.</i>	BA-GUE, <i>ring.</i>	GUÉ-RI-TE, <i>sentry-box.</i>
GUI,	GEO,	GEU,
GUI-DE, <i>guide.</i>	GEÔ-LE, <i>jail.</i>	GA-GEU-RE, <i>bet.</i>
	GEA,	
	IL RAN-GEA, <i>he fixed.</i>	

## EXERCISE VI.

## COMPOUND SOUNDS.

*Preceded by a Simple or Compound Articulation in the form only.*

FEU,	MOU,	RUE,
FEU, <i>fire.</i>	MOU-LIN, <i>mill.</i>	RUE, <i>street.</i>
VUE,	TIE,	MIE,
RE-VUE, <i>parade.</i>	OR-TIE, <i>nettle.</i>	A-MIE, <i>friend.</i>
TAN,	TIN,	VIN,
TAN-TE, <i>aunt.</i>	MU-TIN, <i>obstinate.</i>	DI-VIN, <i>divine.</i>
MON,	LOI,	LIEU,
MON-DE, <i>world.</i>	LOI, <i>law.</i>	MI-LIEU, <i>middle.</i>
PIEU,	TIEN,	LIEN,
PIEU, <i>stake.</i>	TIEN, <i>thine.</i>	LIEN, <i>binding.</i>

TUI, É-TUI, <i>case.</i>	SUI, SUI-VI, <i>followed.</i>	RUI, RUI-NÉ, <i>ruined.</i>
FIA, FIA-CRE, <i>hack.</i>	CUN, CHA-CUN, <i>each.</i>	SOIN, SOIN, <i>care.</i>
MOIN, TÉ-MOIN, <i>witness.</i>	COIN, COIN, <i>corner.</i>	JOIN, JOIN-TU-RE, <i>joint.</i>

## COMPOUND ARTICULATIONS IN THE FORM ONLY.

CHOU, CHOU, <i>cabbage.</i>	CHAN, CHAN-SON, <i>song.</i>	CHON, BOU-CHON, <i>cork.</i>
CHIEN, CHIEN, <i>dog.</i>	CHOI, MA-CHOI-RE, <i>jawbone.</i>	GNON, MI-GNON, <i>small.</i>
GNAN, POI-GNAN-TE, <i>poignant.</i>	QUAN, QUAN-TIÈ-ME, <i>date.</i>	QUIN, QUIN-ZE, <i>fifteen.</i>
GEOI, NA-GEOI-RE, <i>fin.</i>	QU'UN, QUELQU'UN, <i>somebody.</i>	
GEAN, CHAN-GEANT, <i>changeable.</i>		

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## EXERCISE VII.

## SOUNDS FOLLOWED BY ONE OR TWO ARTICULATIONS.

AB, AB-JECT, <i>object.</i>	AP, AP-PEL, <i>call.</i>	AC, AC-CA-BLÉ, <i>crushed.</i>
AD, AD-MI-RÉ, <i>admired.</i>	AF, AF-FI-CHE, <i>play-bill.</i>	AL, AL-CO-VE, <i>recess.</i>
AR, AR-DU, <i>hard.</i>	AG, AG-NAT, <i>agnate.</i>	AS, AS-SU-RÉ, <i>assured.</i>
AT, AT-MOS-PHÈ-RE, <i>atmosphere.</i>	IF, IF, <i>yew,</i>	IG, IG-NÉ, <i>igneous.</i>

IR, IR-LAN-DE, <i>Ireland.</i>	IL, IL, <i>he.</i>	IM, IM-MO-BI-LE, <i>still.</i>
IS, IS-LAN-DE, <i>Iceland.</i>	OB, OB-JET, <i>object.</i>	OC, OC-TO-BRE, <i>October.</i>
OF, OF-FI-CE, <i>office.</i>	OL, OL-FAC-TIF, <i>olfactory.</i>	OP, OP-TÉ, <i>chosen.</i>
OR, OR-DRE, <i>order.</i>	OS, OS, <i>bone.</i>	OX, OX-FORD, <i>Oxford.</i>
UL, UL-TÉ-RIEUR, <i>posterior.</i>	UP, UP-SAL, <i>Upsal.</i>	UR, UR-NE, <i>urn.</i>
US, US-TEN-SI-LE, <i>utensil.</i>	UT, UT, <i>ut.</i>	EF, EF-FI-CA-CE, <i>efficacious.</i>
EL, EL-LÉ-BO-RE, <i>hellebore.</i>		EP, HEP-TA-GO-NE, <i>heptagonal.</i>
ER, ER-REUR, <i>error.</i>	ES, ES-CA-DRE, <i>squadron.</i>	TÉ, ET CÆ-TÉ-RA, <i>etc.</i>
EX, EX-TA-SE, <i>trance.</i>	OURS, OURS, <i>bear.</i>	ONC, ONC-TION, <i>unction.</i>
ACT, EX-ACT, <i>exact.</i>	ARS, MARS, <i>March.</i>	ECT, DI-RECT, <i>direct.</i>
ERF, CERF,* <i>dear.</i>	URC, TURC, <i>Turk.</i>	USC, BUSC, <i>stay.</i>
ISC, FISC, <i>treasury.</i>	AP, RE-LAPS, <i>relapser.</i>	ARC, ARC,† <i>bow.</i>
ALC, TALC, <i>talc (slate).</i>	EST, OU-EST, <i>west.</i>	IST, CHRIST,‡ <i>Christ.</i>

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\* F, is mute and not sounded in *Cerf*. See Complete Course, N. 960.

† C, sounds in ARC; Complete Course, 957.

‡ T, sounds in CHRIST; Complete Course, 977.



## EXERCISE VIII.

SOUNDS PRECEDED AND FOLLOWED BY AN ARTICULATION.

BAL, BAL, <i>bal</i> .	BAR, BAR-QUE, <i>boat</i> .	BER, BER-GE, <i>shore</i> .
BEC, BEC, <i>bill</i> .	BIR, FOUR-BIR, <i>to furbish</i> .	BIS, BIS, <i>twice</i> .
BOR, BOR-NE, <i>post</i> .	BOL, BOL, <i>bowl</i> .	BOUR, BOUR-DON, <i>great bell</i> .
BUS, BUS-TE, <i>bust</i> .	PAL, PAL-ME, <i>palm</i> .	PAR, PAR-DON, <i>pardon</i> .
PEL, PEL-LE, <i>shovel</i> .	PER, PER-TE, <i>loss</i> .	PES, PES-TE, <i>plague</i> .
PIR, SOU-PIR, <i>sigh</i> .	PIS, PIS-TO-LET, <i>pistol</i> .	POL, POL-TRON, <i>poltroon</i> .
PONC, PONC-TU-EL, <i>punctual</i> .	POR, POR-TE, <i>door</i> .	POS, POS-TE, <i>post</i> .
PUIS, PUIS-QUE, <i>since</i> .	PUR, PUR-GA-TION, <i>purgation</i> .	CAL, CAL-ME, <i>calm</i> .
CAP, CAP, <i>cape</i> .	CAR, CAR-TE, <i>card</i> .	CER, CER-TAIN, <i>certain</i> .
CIR, CIR-CUIT, <i>circuit</i> .	CINQ, CINQ, <i>five</i> .	COL, RÉ-COL-TE, <i>crop</i> .
COR, COR-DE, <i>rope</i> .	QUES, QUES-TION, <i>question</i> .	KIOS, KIOS-QUE, <i>pavilion</i> .
GAR, GAR-DE, <i>guard</i> .	GEL, DÉ-GEL, <i>thaw</i> .	GER, GER-ME, <i>germ</i> .
JAR, JAR-DIN, <i>garden</i> .	JUS, JUS-TE, <i>just</i> .	DET, DET-TE, <i>debt</i> .
DIC, DIC-TER, <i>to dictate</i> .	DIF, TAR-DIF, <i>late</i> .	DOR, DOR-MIR, <i>to sleep</i> .

DUR,	TAL,	TAR,
DUR-CIR, <i>to harden.</i>	MÉ-TAL, <i>metal.</i>	TAR-DER, <i>to delay.</i>
TOUR,	TEL,	TIR,
AU-TOUR, <i>round.</i>	AU-TEL, <i>altar.</i>	PAR-TIR, <i>to leave.</i>
TOC,		TOR,
TOC-SIN, <i>alarum.</i>		TOR-DRE, <i>to twist.</i>

## EXERCISE VIII.—CONTINUED.

FAR,	FER,	FES,
FAR-CE, <i>farce.</i>	FER-MER, <i>to shut.</i>	FES-TIN, <i>feast.</i>
FIL,	FOR,	VAL,
FIL-TRE, <i>filter.</i>	FOR-CE, <i>strength.</i>	CHE-VAL, <i>horse.</i>
VAS,	VER,	VEUF,
VAS-TE, <i>vast.</i>	VER-TU, <i>virtue.</i>	VEUF, <i>widower.</i>
VIC,	VIF,	VIR,
VIC-TI-ME, <i>victim.</i>	VIF, <i>quick.</i>	VIR-GU-LE, <i>comma.</i>
VOIR,	LAC,	LAR,
DE-VOIR, <i>duty.</i>	LAC, <i>lake.</i>	LAR-GE, <i>large.</i>
LEC,	LES,	LIR,
LEC-TU-RE, <i>reading.</i>	LES-TE, <i>quick.</i>	PO-LIR, <i>to polish.</i>
LER,	RES,	RIR,
A-LER-TE, <i>smart.</i>	RES-TE, <i>remnant.</i>	MOU-RIR, <i>to die.</i>
ROC,	MAL,	MAR,
ROC, <i>rock.</i>	A-NI-MAL, <i>animal.</i>	MAR-CHÉ, <i>market.</i>
MER,	MOR,	MUL,
MER-LE, <i>blackbird.</i>	MOR-TEL, <i>mortal.</i>	MUL-TI-PLE, <i>multiple.</i>
NAL,		NIF,
JOUR-NAL, <i>journal.</i>		CA-NIF, <i>penknife.</i>
NIR,		NOUR,
JAU-NIR, <i>to stain in yellow.</i>		NOUR-RI-CE, <i>nurse.</i>
NUL,	NEL,	SAL,
NUL, <i>none.</i>	É-TER-NEL, <i>eternal.</i>	SAL-PÊ-TRE, <i>saltpetre.</i>

SAR, SAR-DI-NE, <i>sardine.</i>	SER, SER-PE, <i>pruning-knife.</i>	SOC, SOC, <i>plowshare.</i>
SOL, SOL, <i>soil.</i>	SOR, SOR-TIR, <i>to go out.</i>	SUR, SUR-VE-NIR, <i>to happen.</i>
SUC, SUC, <i>juice.</i>	SUR, SUR-PRI-SE, <i>surprise.</i>	SIEURS, PLU-SIEURS, <i>several.</i>
ZUR, A-ZUR, <i>azure.</i>	CHAR, CHAR-BON, <i>charcoal,</i>	CHEF, CHEF, <i>chief.</i>
CHER, CHER, <i>dear.</i>	PHAR, PHAR-MA-CIE, <i>drug store.</i>	GNAL, SI-GNAL, <i>signal.</i>
GNOL, ES-PA-GNOL, <i>Spaniard.</i>		

## EXERCISE IX.

SOUNDS PRECEDED BY COMPOUND ARTICULATIONS.

BLA, BLE, SEM-BLA-BLE, <i>resembling.</i>	BLÉ, BLÉ, <i>wheat.</i>	BLÊ, BLÊ-ME, <i>pale.</i>
BLI, OU-BLI, <i>forgetfulness.</i>	BLO, BLO-CUS, <i>blocus.</i>	BLU, BLU-TOIR, <i>bolter.</i>
BLOU, BLOU-SE, <i>blouse.</i>	BRE, AR-BRE, <i>tree.</i>	BRÉ, A-BRÉ-GÉ, <i>shortened.</i>
BRÈ, BRÈ-CHE, <i>breach.</i>	BRI, BRI-QUE, <i>brick.</i>	BRO, BRO-CHE, <i>spit.</i>
BRU, BRU-TAL, <i>rough.</i>	BRA, BRA-VE, <i>brave.</i>	BREU, HÉ-BREU, <i>Hebrew.</i>
BRIE, BRIE,* <i>Brie.</i>	BRUN, BRUN, <i>brown.</i>	PLA, PLA-CE, <i>place.</i>
PLÉ, DÉ-CU-PLÉ, <i>tenfold.</i>	PLÈ, PLÈ-VRE, <i>pleura.</i>	PLI, PLI, <i>fold.</i>

\* Ancient Province of France.



PLO, EX-PLO-RÉ, <i>explored.</i>	PLU, PLU-ME, <i>feather.</i>	PLIE, REM-PLIE, <i>filled.</i>
PLON, PLON-GER, <i>to dive.</i>	PRA, PRA-TI-QUE, <i>customer.</i>	PRE, PRE-MIER, <i>first.</i>
PRÉ, PRÉ, <i>meadow.</i>	PRÊ, PRÊ-TRE, <i>priest.</i>	PRI, PRI-VÉ, <i>deprived.</i>
PRO, PRO-BLÊ-ME, <i>problem.</i>	PRU, PRU-NE, <i>prune.</i>	PREU, PREU-VE, <i>proof.</i>
PRIN, PRIN-CE, <i>prince.</i>	PROU, PROU-VER, <i>to prove.</i>	PNEU, PNEU-MO-NIE, <i>pneumonia.</i>
PSAU, PSAU-ME, <i>psalm.</i>	CLA, CLA-MEUR, <i>clamor.</i>	CLE, OBS-TA-CLE, <i>obstacle.</i>
CLÉ, CLÉ-MENT, <i>Clement.</i>	CLI, CLI-MAT, <i>climate.</i>	CLO, CLO-CHE, <i>bell.</i>
CLÔ, CLÔ-TU-RE, <i>enclosure.</i>		CLU, CON-CLU, <i>concluded.</i>
CLAN, CLAN-DES-TIN, <i>clandestine.</i>	CLOI, CLOI-SON, <i>partition.</i>	CLOU, CLOU, <i>nail.</i>
CLIN, CLIN-QUANT, <i>pinchbeck.</i>		CRA, CRA-VA-TE, <i>cravat.</i>

## EXERCISE IX.—CONTINUED.

CRI, CRI, <i>screech.</i>	CRO, CRO-CO-DI-LE, <i>crocodile.</i>	CRÛ, CRÛ-CHE, <i>pitcher.</i>
CRÉ, CRÉ-DIT, <i>credit.</i>	CRÈ, CRÈ-ME, <i>cream.</i>	CROI, CROI-SÉE, <i>window.</i>
CRUE, RE-CRUE, <i>recruit.</i>	GLA, GLA-CE, <i>ice.</i>	GLI, É-GLI-SE, <i>church.</i>
GLU, GLU, <i>glue.</i>	GLE, SAN-GLE, <i>strap.</i>	GLÉ, RÉ-GLÉ, <i>regulated.</i>
GLÈ, GLÈ-BE, <i>soil.</i>	GLO, GLO-BE, <i>globe.</i>	GLAN, GLAN-DE, <i>gland.</i>

GRI, GRI-VE, <i>thrush.</i>	GRU, GRU-GER, <i>to swindle.</i>	GRE, MAI-GRE, <i>thin.</i>
GRÉ, A-GRÉ-A-BLE, <i>agreeable.</i>	GRÈ, GRÈ-VE, <i>shore.</i>	GRA, GRA-VE, <i>grave.</i>
GRÂ, GRÂ-CE, <i>grace.</i>	GRÊ, GRÊ-LE, <i>hail.</i>	GRUE, GRUE, <i>stork.</i>
GROIN, GROIN, <i>snout.</i>	DRA, DRA-GÉE, <i>sugar plum.</i>	DRO, DRO-GUE, <i>drug.</i>
DRÔ, DRÔ-LE, <i>queer.</i>	DRU, DRU, <i>rough.</i>	DRE, FOU-DRE, <i>thunder.</i>
DRÊ, DRÊ-CHE, <i>malt.</i>	DRÉ, POU-DRÉ, <i>powdered.</i>	DRI, AT-TEN-DRI, <i>softened.</i>
DRAN, CA-DRAN, <i>dial.</i>	DRON, CHAU-DRON, <i>kettle.</i>	DROI, DROI-TU-RE, <i>honesty.</i>
MNÉ, MNÉ-MO-NI-QUE, <i>mnemonic.</i>	TRE, MON-TRE, <i>watch.</i>	TRÈ, TRÈ-FLE, <i>clove.</i>
TRO, TRO-PI-QUE, <i>tropic.</i>	TRÔ, TRÔ-NE, <i>throne.</i>	TRU, TRU-EL-LE, <i>trowel.</i>
TRA, TRA-ME, <i>west.</i>	TRI, TRI-CO-TER, <i>to knit.</i>	TROU, TROU, <i>hole.</i>
TRON, POL-TRON, <i>coward.</i>	TRUI, AU-TRUI, <i>others.</i>	FLA, FLA-CON, <i>flask.</i>
FLÈ, FLÈ-CHE, <i>arrow.</i>	FLO, FLO-RE, <i>flora.</i>	FLI, IN-FLI-GER, <i>to inflict.</i>
FLU, FLU-XION, <i>swelling.</i>	FLEU, FLEU-VE, <i>river.</i>	FRÈ, FRÈ-RE, <i>brother.</i>
	FRÊ, FRÊ-NE, <i>beech tree.</i>	

## EXERCISE IX.—CONTINUED.

FRO, FRO-MA-GE, <i>cheese.</i>	FRA, FRA-CAS, <i>uproar.</i>	FRI, FRI-MAS, <i>cold.</i>
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FRU,	FRE,	VRÉ,
FRU-GAL, <i>frugal</i> .	SOU-FRE, <i>sulphur</i> .	RE-COU-VRÉ, <i>recovered</i> .
VRO,		VRA,
CHE-VRO-TER, <i>to be tremulous</i> .		OU-VRA-GE, <i>work</i> .
VRI,	SBI,	SCO,
AP-PAU-VRI, <i>reduced</i> .	SBI-RE, <i>sbirro</i> .	SCO-LAI-RE, <i>academic</i> .
SCA,		SCY,
SCA-PU-LAI-RE, <i>scapulary</i> .		SCY-THE, <i>Scythian</i> .
SPO,	SPA,	SPI,
SPO-LI-A-TION, <i>spoliation</i> .	SPA-TU-LE, <i>spatula</i> .	SPI-RA-LE, <i>spiral</i> .
SPÉ,	SPU,	SPHÈ,
SPÉ-CIAL, <i>special</i> .	SPU-MEUX, <i>spumous</i> .	SPHÈ-RE, <i>sphere</i> .
SQUE,	STÈ,	STO,
SQUE-LET-TE, <i>skeleton</i> .	STÈ-RE, <i>stera</i> .	STO-RE, <i>blind</i> .
STA,	STI,	STÉ,
STA-TION, <i>station</i> .	STI-MU-LER, <i>to stimulate</i> .	STÉ-RI-LE, <i>barren</i> .
STY,	STU,	CHLA,
STY-LE, <i>style</i> .	STU-DIEUX, <i>studious</i> .	CHLA-MY-DE, <i>chlamys</i> .
CHLO,	CHRÊ,	CHRÉ,
CHLO-RE, <i>chlorine</i> .	CHRÊ-ME, <i>unction</i> .	CHRÉ-TIEN, <i>Christian</i> .
CHRI,	CHRO,	CHRY,
CHRIST, <i>Christ</i> .	CHRO-ME, <i>chrome</i> .	CHRY-SA-LI-DE, <i>chrysalis</i> .
PHRA,	PHRE,	PHRY,
PHRA-SE, <i>phrase</i> .	CAM-PHRE, <i>camphor</i> .	PHRY-GIE, <i>Phrygia</i> .
PHLÉ,		PHTHI,
PHLÉ-GÉ-TON, <i>Phlegethon</i> .		PHTHI-SI-QUE, <i>phthisic</i> .
SCRU,	SCRI,	SCRO,
SCRU-TIN, <i>ballot</i> .	SCRI-BE, <i>scribe</i> .	SCRO-FU-LEUX, <i>scrofulous</i> .
SCRIP,		STRA,
INS-CRIP-TION, <i>inscription</i> .		STRA-TA-GÈ-ME, <i>stratagem</i> .
STRI,		STRAN,
STRI-DENT, <i>strident</i> .		STRAN-GU-LA-TION, <i>strangulation</i> .
STRO,	STRU,	SPLEN,
STRO-PHE, <i>stanza</i> .	STRUC-TU-RE, <i>structure</i> .	SPLEN-DEUR, <i>splendor</i> .

## EXERCISE X.

## EQUIVALENT SOUNDS.

			<i>pron. like</i>
EU, <i>heu-re, hour.</i>	Œ, <i>sœur, sister.</i>	ENT, <i>ai-ment, they love.</i>	} .....É, (EX. 1)
AI, <i>J'ai-mai, I loved.</i>	ER, <i>sou-per, supper.</i>	ET, <i>et, and.</i>	} .....É, " "
EI, <i>rei-ne, queen.</i>	AI,* <i>ai-de, help.</i>	EY, AIE, <i>le dey, dey. aie, have</i>	} .....È, " "
ET, <i>ca-det, cadet.</i>	EST, <i>est, is,</i>	Œ, <i>Œ-di-pe, Œdipus.</i>	}
IER, <i>pre-mier, first.</i>	IEZ, <i>vous vou-liez, you wanted.</i>		} .....IÈ, " 4.
AU, <i>au-be, dawn.</i>	EAU, <i>ba-teau, boat.</i>		} .....O, " 1.
U, <i>rum (ro-me), rhum; pen-sum; ma-xi-mun.</i>			} .....O, " "
AM, <i>lam-pe, lamp.</i>	EM, <i>em-pi-re, empire.</i>	EN, <i>ven-te, sale.</i>	} .....AN, " 4.
IM, <i>im-bu, imbrued.</i>	YM, <i>tym-pan, tympanum.</i>	AIM, <i>faim, hunger.</i>	} .....IN, " 4.
EIN, <i>sein, bosom.</i>	YN, <i>syn-co-pe, syncop.</i>	AIN, IN, <i>pain, bread. fin, end.</i>	}
OM, <i>bom-be, shell.</i>	ON, <i>bon, good.</i>		} .....ON, " 4.
UM, <i>par-fum, perfume.</i>	EUN, <i>à jeun, fasting.</i>		} .....UN, " 4.
EU, <i>eu, had.</i>			} U, Syn. Tab. 2 & 7
Y, <i>moyen (moi-ien), means; pays (pai-is), country</i>			} II, " 5.

\* AI, has the sound of è, when preceding mute syllables. Therefore, pronounce: an-glai-se, fran-çai-se, with the open È; and AI, in J'ai, I have, like É.

## EXERCISE XI.

## EXCEPTIONS AND DIFFICULTIES.

C stands for G. in se-cond (se-gond), <i>second</i> .	CH, stands for C. in ar- <i>chan</i> -ge (ar-can-ge), <i>archan-gel</i> .
CH stands for G. in drach-me, (drag-me), <i>drachm</i> .	GUI stands for GU-I. in ai- <i>gui</i> -ser (ai-gu-i-ser), <i>to grind</i> .
GUË stands for GU-E.* in ci-guë (ci-gu-e), <i>hemlock</i> .	QU stands for CU. in é- <i>qui</i> -ta-tion (é-cui-ta-tion), <i>riding</i> .
S stands for Z. in bal-sa-mi-ne (bal-za-mi-ne), in Metz (Mes-se), <i>Metz</i> . <i>balsam</i> .	TZ, stands for SS.
X stands for SS. in Au-xon-ne (Aus-son-ne), <i>Au-</i> <i>xonne</i> .	X stands for Z. in di- <i>xié</i> -me (di-ziè-me), <i>tenth</i> .
Z stands for S. in Ro-dez (Ro-dès), <i>Rodez</i> .	U stands for OU. in é- <i>qua</i> -teur (é-coua-teur), <i>equa-tor</i> .

## OTHER EXAMPLES.

CHA-OS, ca-os, <i>chaos</i> .	SE-CON-DER, se-gon-der, <i>to help</i> .	CHO-LÉ-RA, co-lé-ra, <i>cholera</i> .
LI-QUÉ-FAC-TION, li-cué-fac-tion, <i>liquefaction</i> .	AL-SA-CE, Al-za-ce, <i>Alsace</i> .	SAN-GUI-NO-LENT san-gu-i-no-lent, <i>bloody</i> .
BRU-XEL-LES, Brus-sel-les, <i>Brussels</i> .	AI-GUË, ai-gu-e, <i>sharp</i> .	AU-XER-RE, Aus-sè-re, <i>Auxerre</i> .

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\* Explain to the learners the effect produced by the diæresis, *tréma* in French.



QUIN-TU-PLE,  
cuin-tu-ple,  
*fivefold.*

SAN-CHEZ,  
San-chès,  
*Sanchez.*

SI-XIÈ-ME,  
si-ziè-me,  
*sixth.*

QUES-TEUR,  
cues-teur,  
*questor.*

AM-BI-GUË,  
am-bi-gu-e.  
*ambiguous.*

SOI-XAN-TE,  
sois-san-te,  
*sixty.*

SUEZ,  
Su-es,  
*Suez.*

CHA-NA-AN,  
Ca-na-an,  
*Canaan.*

DEU-XIÈ-ME,  
deu-ziè-me.  
*second.*

É-QUA-TION,  
é-coua-tion,  
*equation.*

É-CU-YER,  
é-cui-ié,  
*squire.*

AI-GUILL-ON,  
ai-gu-ill-on,  
*goad.*

## EXERCISE XII.

## L OR LL MOUILLÉS, (LIQUID LL).

IL,  
pé-ri!,  
*danger.*

ILL,  
fill-e,  
*girl.*

AIL,  
bé-tail,  
*cattle.*

AILL,  
tra-vail!-ant  
*working.*

EIL,  
so-leil.  
*sun.*

EILL,  
a-beill-e,  
*bee.*

ŒIL,  
œil,  
*eye.*

ŒILL,  
œill-et.  
*pink.*

UILL,  
ai-guill-e,  
*needle.*

IEIL,  
vieil,  
*old.*

IEILL,  
vieill-ard,  
*old man.*

EUIL,  
deuil,  
*mourning.*

EUILL,  
feuill-e,  
*leaf.*

OUIL,  
fe-nouil,  
*fennel.*

HOUILL,  
houill-e,  
*coal.*

OUILL,  
bouill-on,  
*broth.*

OTHER EXAMPLES IN WHICH L OR LL CLOSING SYLLABLES HAVE  
THE LIQUID SOUND.

SEUIL, <i>sill</i> .	RE-CUEIL, <i>collection</i> .	BÂILL-ON, <i>gag</i> .
FAU-TEUIL, <i>arm-chair</i> .	CER-FEUIL, <i>chervil</i> .	CO-QUILL-E, <i>shell</i> .
BA-BIL, <i>talk</i> .	MIL, <i>millet</i> .	A-VRIL, <i>April</i> .
AN-GUILL-E, <i>eel</i> .	É-TRILL-E, <i>currycomb</i> .	FA-MILL-E, <i>family</i> .
O-REILL-E, <i>ear</i> .	BOU-TEILL-E, <i>bottle</i> .	MER-VEILL-E, <i>marvel</i> .
GRO-SEILL-E, <i>currant</i> .	CHAR-MILL-E, <i>hedge</i> .	J'HA-BILL-E, <i>I dress</i> .
IL TRILL-E, <i>he picks</i> .	OR-TEIL, <i>toe</i> .	RÉ-VEIL, <i>wake</i> .
O-SEILL-E, <i>sorrel</i> .	SOM-MEIL, <i>sleep</i> .	CON-SEIL, <i>advice</i> .
POR-TAIL, <i>coach door</i> .	CA-MAIL, <i>cape</i> .	AIL, <i>garlic</i> .
GEN-TILL-E, <i>nice</i> .	BAIL, <i>lease</i> .	MU-RAILL-E, <i>wall</i> .
VEILL-E, <i>eve</i> .	MAILL-E, <i>mesh</i> .	PAILL-E, <i>straw</i> .
CAILL-E, <i>quail</i> .	PA-TROUILL-E, <i>patrol</i> .	FOUILL-ER, <i>to dig</i> .
GRE-NOUILL-E, <i>frog</i> .	DOUILL-E, <i>socket</i> .	ROUILL-E, <i>rust</i> .
VRILL-E, <i>gimblet</i> .		QUILL-E, <i>pin, (a play)</i> .
IL BA-BILL-E, <i>he gossips</i> .	CHE-NILL-E, <i>caterpillar</i> .	
QUE-NOUILL-E, <i>spindle</i> .	CI-TROUILL-E, <i>pumpkin</i> .	
RE-CUEILL-IR, <i>to crop</i> .	BIEN-VEILL-AN-CE, <i>benevolence</i> .	

## EXERCISE XII.—CONTINUED.

PRONUNCIATION OF NASAL VOWELS AND DOUBLE CONSONANTS,  
WITH THE EFFECTS PRODUCED BY SOME OF THOSE ARTICULA-  
TIONS UPON VOWELS PRECEDING THEM.

It has been mentioned, (page 2, Exercise III.), that E sounds like È open before B, P, C, etc., etc. It adopts also that sound whenever the consonants M and N, doubled in the same word, *end and begin* two different syllables: Em-ma-nu-el, en-ne-mi, are pronounced È-mma-nuel, è-nne-mi.

E sounds like A in fem-me, *woman*; hen-nir, *to neigh*; in-dem-ni-té, *indemnity*; so-len-nel, *solemn*; e-ni-vrer, *to intoxicate*; e-nor-gueill-ir, *to elate*, etc. Followed by N the consonant M is not generally sounded: Dam-ner, *to damn*; in-dem-ni-té, *indemnity*, etc., are pronounced: da-ner, in-da-ni-té, (see Complete Course, N. 966, 967.) Yet, that consonant sounds in hym-ne, *hymn*, ca-lom-nie, *calumny*.

Thence we may see, that *nasal vowels* or *sounds*, never occur in words where the *consonants* or *articulations* M or N are doubled,

nor when the first precedes the last articulation. Therefore, although we pronounce with *nasal vowels* the primitive words: an, *year*; tan, *tanner's bark*; Jean, *John*, etc.; the derivative, An-née, *year*; tan-neur, *tanner*; Jean-ne, *Joan*, will be sounded as if their syllabic division was thus:

A-NNÉE, TA-NNEUR, JEA-NNE.

Hom-me, *man*; com-me, *as*; pom-me, *apple*; som-me, *sum*, etc., are invariably pronounced: ho-mme, co-mme, po-mme, so-mme. In-no-cent, in-no-cen-ce, in-né; *innocent*, *innocence*, *innate*, etc., are sounded i-nno-cent, i-nno-cen-ce, i-nné.

It would appear from this, that words such as the following ought to be pronounced uniformly on the same principle, yet im-mor-tel, *immortal*; im-mé-dia-te-ment, *immediately*, are sounded by some with a strong articulation of M (like *him* in English, less the aspiration of H); while others, on the contrary, swelling the vowel I which precedes, do not sound sensibly the articulation M. Thus: I-mmor-tel, i-mmé-dia-te-ment, or im-mor-tel, etc.

With verbs doubling N before E mute; E becomes È before that articulation. Ex.: Il faut que je pren-ne, *I must take*, is pronounced: Il fau que je prè-nne.

Before E, I, double C sounds like K: Suc-cès, ac-ci-dent; *success*, *accident*, are pronounced: suk-cè, ak-ci-den. Double C does not sound before A, O, U; ac-ca-bler, *to overpower*; ac-co-moder, *to suit*; ac-cu-ser, *to accuse*, are pronounced: a-ka-blé, a-ko-mo-dé, a-ku-zé, where the second C sounds like K, while the other is silent.

Double LL is sounded strongly by some in il-lus-trer, *to illustrate*; il-let-tré, *illiterate*; while others soften that articulation, so as to render the sound of the first L nearly insensible to the ear:

I-LLET-TRÉ, I-LLU-SION or IL-LET-TRÉ, IL-LU-SION.

In al-ler, *to go*; nous al-lons, *we go*, it is not sounded at all. We must pronounce these words: a-llé, nou-za-llon.

#### PRACTICE ON THE SAME.

In which learners should indicate the *nasal sounds* when they occur, or the *exceptional sounds* mentioned in the preceding lines.

HON-NÊ-TE,	HOM-ME,	AL-LER,	SUC-CÈS,
IN-NO-CENT,	COM-ME,	EM-MA-NU-EL,	AC-CU-SER,



AC-CÈS,	HEN-NIR,	AN-NÉE,	TAN-TÔT, ( <i>soon</i> ).
SO-LEN-NEL,	FEM-ME,	AN-NON-CE,	JEAN,
JEAN-NOT,	E-NI-VRER,	HYM-NE,	IL-LET-TRÉ,
AC-CI-DENT,	AC-CU-SER,	IN-DEM-NI-TÉ,	JEAN-NE,
NOUS AL-LONS,	AC-CA-BLÉ,	TAN,	IM-MOR-TEL,
DAM-NER,	DAN-SER,	TAN-NEUR,	DAM-NA-TION,
POM-ME,	IN-NÉ,	IL-LUS-TRER,	SOM-ME,
CET-TE,	EN-FANT,	SIM-PLE-MENT,	HOM-MA-GE,
IM-PO-LI, ( <i>impolite</i> ),		HON-NÊ-TE-MENT, ( <i>honestly</i> ),	
AC-CES-SOI-RE, ( <i>accessory</i> ),		JEAN-NET-TE, ( <i>little Jane</i> ),	
IL FAUT QUE JE VIEN-NE, ( <i>I must come</i> ).		E-NOR-GUEILL-IR.	

## EXERCISE XIII.

## VOWELS AND ARTICULATIONS WHICH ARE NOT SOUNDED.

Saône,	CAeN,	AS-seoir,	LAoN,
Sône,	Can,	as-soir,	Lan,
<i>The Saone.</i>	<i>Caen.</i>	<i>to sit.</i>	<i>Laon.</i>
PAoN,	FAoN,	FÎs,	MON-SIEUR,
pan,	fan,	fis.	mo-ssieu,
<i>peacock.</i>	<i>deer.</i>	<i>son.</i>	<i>sir.</i>
POULs,	TOAST,	aÔUT,	CLEf,
pou,	tost,	out,	clé,
<i>pulse.</i>	<i>toast.</i>	<i>august.</i>	<i>key.</i>
Go-th.	AL-MA-Nach,	DOMp-TÉ,	PEN-SÉE,
Go,	al-ma-na,	don-té,	pen-sé,
<i>Goth.</i>	<i>almanac.</i>	<i>broken.</i>	<i>thought.</i>
JOI-e,	SANG-SUE,	oi-GNON,	DÉ-VOUE-MENT,
joï,	san-su,	o-gnon,	dé-vou-ment,
<i>joy.</i>	<i>leech.</i>	<i>onion.</i>	<i>devotedness.</i>
IL Nie-RA,	JE PRI-e,	SO-PHI-e,	TEMps,
il ni-ra,	Je pri,	So-phi,	tem,
<i>he will deny.</i>	<i>I pray.</i>	<i>Sophia.</i>	<i>time.</i>

DRAP, dra, *cloth.*

FINAL ARTICULATIONS PRONOUNCED ONLY WHEN FOLLOWED WITH  
WORDS BEGINNING WITH A VOWEL OR H MUTE.

ES-TO-MAC,	BLANC,	MÈ-RES,	LONG,
es-to-ma,	blan,	mè-re,	lon,
<i>stomach.</i>	<i>white.</i>	<i>mothers.</i>	<i>long.</i>
RANG,	FROID,	MONT,	POT,
ran,	froi,	mon,	po,
<i>rank.</i>	<i>cold.</i>	<i>mount.</i>	<i>pot,</i>
SANG,	FRANC,	ES-PRIT,	TOUT,
san,	fran,	espri,	tou,
<i>blood.</i>	<i>frank.</i>	<i>mind.</i>	<i>all.</i>
BOU,	SAINT,	PE-TIT,	PLUS,
bou,	sain,	pe-ti,	plu,
<i>end.</i>	<i>saint.</i>	<i>small.</i>	<i>more.</i>
MAIS,	GENS,	HEU-REUX,	HON-TEUX,
mai,	gen,	heu-reu,	hon-teu,
<i>but.</i>	<i>people.</i>	<i>happy.</i>	<i>bashful.</i>
PAIX,	ILS PEN-SENT,	IL VIENT,	TIERS,
pai,	is pen-se,	il vien,	tier,
<i>peace.</i>	<i>they think.</i>	<i>he comes.</i>	<i>third.</i>

SAME ARTICULATIONS PRONOUNCED WHEN FOLLOWED WITH WORDS  
BEGINNING WITH VOWELS OR H MUTE.

ES-TO-MAC A-VI-DE,	BLANC OU NOIR,	MÈ-RES HEU-REU-SES,
es-to-ma-ka-vi-de,	blan-kou noir,	mè-re-zheu-reu-se,
<i>greedy stomach.</i>	<i>white or black.</i>	<i>happy mothers.</i>
LONG É-TUI,	RANG É-LE-VÉ,	FROID EX-CES-SIF,
lon-ké-tui,	ran-ké-le-vé,	froi-tex-cè-ssif,
<i>long needle-case.</i>	<i>high rank.</i>	<i>excessive cold.</i>
MONT ATHOS,	POT-AU-FEU,	SANG A-GI-TÉ,
Mon-tA-thos,	po-tau-feu,	san-ka-gi-té,
<i>Mount Athos.</i>	<i>soup.</i>	<i>agitated blood.</i>
FRANC ET BON,	ES-PRIT É-TROIT,	TOUT OU RIEN,
fran-ké-bon,	es-pri-té-troi,	tou-tou rien,
<i>frank and good.</i>	<i>narrow mind.</i>	<i>all or nothing.</i>

SAINT AN-DRÉ, Sain-tAn-dré, <i>Saint Andrew.</i>	PE-TIT EN-FANT, pe-ti-ten-fan, <i>small child.</i>	PLUS OU MOINS, plu-zou moin, <i>more or less.</i>
MAIS OU AL-LER! mai-zou-a-llé! <i>but where to go!</i>	GENS HEU-REUX, gen-zheu-reu, <i>happy people.</i>	HEU-REUX EN-FANTS, heu-reu-zen-fan, <i>happy children.</i>
HON-TEUX A-MIS, hon-teu-za-mi, <i>bashful friends.</i>	PAIX HO-NO-RA-BLE, pai-zho-no-ra-ble, <i>honorable peace.</i>	ILS PEN-SENT À NOUS, Is pen-se-tÀ nou, <i>They think of us.</i>
IL VIENT À EUX, Il vien-tà eu, <i>He comes to them.</i>	VIN AI-GRE,* vin ai-gre, <i>sour wine.</i>	LE TIERS-É-TAT, le tier-zé-ta, <i>the third class.</i>

## TO TEACHERS.

Use the same words with the following expressions, and let pupils pronounce them according to the principles indicated in the preceding lines.

Fai-ble, *weak*; pa-na-che, *feather*; tendres, *tender*; che-min, *road*; su-pé-rieur, *superior*; gla-cial, *freezing*; Blanc, *Blanc*; de-fer, *iron*; lâ-che, *coward*; ma-çon, *masson*; bor-né, *narrow*; fa-ci-le, *easy*; Jean, *John*; che-val, *horse*; sa-vant, *learned*; que di-re? *what to say?* pau-vres, *poor*; pè-res, *fathers*; pro-cé-dés, *processes*; so-li-de, *solid*; nous trom-per, *to deceive us*; dî-ner, *to dinner*; du-pain, *of the bread*.

Ex.: ES-TO-MAC FAI-BLE, *weak stomach*, etc., etc.

## EXERCISE XIV.

## ORTHOGRAPHICAL SIGNS.

(.)	(,)	(;)
point, <i>period</i> .	virgule, <i>comma</i> .	point et virgule, <i>semicolon</i> .
(:)	(!)	
deux points, <i>colon</i> .	point d'exclamation, <i>exclamation mark</i> .	

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\* See Complete Course, 955.

( ? )	( ' )
point d'interrogation, <i>interrogation mark.</i>	apostrophe, <i>apostrophe.</i>
( .. )	( - )
tréma, <i>dieresis.</i>	trait-d'union, <i>hyphen.</i>
	( )
	parenthèse, <i>parenthesis.</i>
	( “ ” )
	guillemets, <i>quotation marks.</i>

## EXAMPLES ON THE USE OF THOSE SIGNS.

La candeur, la docilité, la simplicité, sont les vertus de l'enfance.  
*Candor, docility, simplicity, are the virtues of childhood.*

La douceur est une vertu; elle ne doit pas dégénérer en faiblesse.  
*Gentleness is a virtue; but it must not degenerate into weakness.*

Diogène dit à Alexandre: “Ôte-toi de mon soleil.”

*Diogenes said to Alexander: “Withdraw from my sun.”*

Quel plaisir! quel bonheur! quelle joie! silence! quelle heure est-il? Comment allez-vous? l'ami. l'union. qu'il. qu'elle. lorsqu'on. C'est. j'aime. s'occuper. l'herbe. Saül. Caïn. haï. naïf. ciguë. chef-d'œuvre. chef-lieu. arc-en-ciel. vingt-neuf.

*What a pleasure! what happiness! what a joy! tut! what time is it? how do you do? Friend. Union. that he. that she. when people. I love. to occupy one's self. the grass. Saül. Caïn. hated. simple. hemlock. masterpiece. chief place. rainbow. twenty-nine.*

Alors on aperçut (chose bien singulière!) l'ombre d'un homme.  
*Then was discovered (thing very wonderful!) the shadow of a man.*

SYNOPTICAL TABLE OF THE PRIMITIVE SOUNDS OF THE FRENCH LANGUAGE—SIMPLE VOWELS AND COMBINATIONS OF LETTERS ANSWERING IN SOUND TO SIMPLE VOWELS.

1. A, Â, Ã.....ta-ble, â-me, à.
2. E, EU, EÛ, ENT, Œ.....le, Eu-gè-ne, jeû-ne, ai-ment, œ-vre.
3. É, AI, EZ, ER, EAI, ET...ai-mé, J'ai-mai, par-ler, geai, et.
4. Ê, Ê. AIE, AIS, AIT,  
AIENT, EL, ES, EI, ET..suc-cès, mê-me, haïe, a-vais, a-vaient, rei-ne, ca-det.
5. I, Î, Y.....li-vre, gê-te, sty-le.
6. O, Ô, AU, AUX, EAU,  
EAUX.....sot, a-pô-tre, au, eau, aux.

7. U, U, EU, EU.....*u-ne, flû-te, J'eus, qu'il eût.*  
8. OU, OU, OU.....*ou, où, croû-te.*

NASAL VOWELS.

*Compound in the form only.*

9. AM, AN, EM, EN, AN,  
ANT, ENT, AON.....*am-ple, an-tre, em-por-ter, en,*  
*char-mant, dent, paon.*
10. IM, YM, IN, AIN, EIN....*im-por-tun, nym-phe, in-sul-ter,*  
*lynx, pain.*
11. OM, ON, ONS, ONT.....*com-ble, a-vons, ont.*
12. UM, UN.....*par-fum, un.*

REMARKS.—EU has two sounds, that of E mute in *Eu-gè-ne*, *heu-reux*; in the past participle of *avoir*, *to have*, it sounds like the vowel U—eu, eu-e, (see N. 2, 7, of this table).

AI, ET, have two different sounds; that of É closed in *J'ai-mai*, and *et*, conjunction; they sound like È open in *ai-de*, *fai-ble*, *ca-det*, etc. (See X. Exercise).

U sounds like O in *rhum*, or *rum* pronounced *ro-me*. (See X. Exercise).

ENT is nasal in *dent, serpent*, etc.; it is pronounced E, in the ending of the third person plural of present indicative: *ils aiment, elles parlent*; *dent, ser-pent*, etc., in the other cases.

DIPHTHONGS, OR SYLLABLES CONTAINING TWO DISTINCT SOUNDS  
IN A SINGLE EMISSION OF VOICE.

13. AIL. (See XII. Exer.).....*Por-tail, ail, ca-mail.*  
 14. EIL. (See XII. Exer.).....*So-leil, ver-meil, pa-reil.*  
 15. IA, YA.....*Dia-cre, fia-cre, yacht.*  
 16. IE, (IEM, pronounced IA),  
     IEN, YEN.....*Pied, (pa-tiem-ment, pa-tien-ce),*  
                                 *chien, ci-to-yen.*  
 17. IEU, IEUX, YEU.....*Dieu, lieux, yeu-se.*  
 18. IO, IAU, YO.....*I-dio-me, miau-ler, yo-le.*  
 19. OI, OIDS, OIS, OIT, ÔÎT,  
     OIENT, OIX.....*Roi, poids, lois, il re-çoit, croît,*  
                                 *voient, poix.*  
 20. OUA.....*Oua-te, doua-ne, douar.*



21. OUI..... *Oui*, yes, is without correlative sound.  
 22. UI, UÎ..... *hui-le*, *tui-le*, *hui-tre*.  
 23. EUIL, ŒIL. (See XII. Ex.). *Cer-feuil*, *œil*, *fau-teuil*, *dœuil*.  
 24. OUIL. (See XII. Ex.)..... *Houill-e*, *fouill-e*, *rouill-e*.

REMARKS.—Combination of the diphthong IE and the articulation N, the syllable IEN has two different nasal sounds. It is pronounced like AN, in *fi-en-te*, *pa-tien-ce*, and retains its natural sound, in *chien*, *rien*, *Italien*, etc.

On account of the doubling of the consonant M, the syllable IEM in the word *patiemment* has no nasal sound. It is pronounced as if it were written *pa-cia-ment*, without articulation of T. (See Exercise III.)

## EXERCISE XV.

### DIVISION OF WORDS, AND THEIR CONNECTION WITH EACH OTHER.

GRAN-De AF-FAI-RE, gran-d'a-ffai-re, <i>great affair.</i>	GRAND HOM-ME, gran-tho-mme, <i>great man.</i>	GRANDs CHA-GRINS, gran cha-grin, <i>great sorrows.</i>
RANG É-LE-VÉ, ran-kè-le-vé, <i>high rank.</i>	RANG SU-PÉ-RIEUR, ran su-pé-rieur, <i>superior rank.</i>	BON A-MI,* bo-na-mi, <i>good friend.</i>
BONS A-MIS, bon-za-mi, <i>good friends.</i>	VIN AI-GRE, vin ai-gre, <i>sour wine.</i>	IN-OC-TA-VO, i-noc-ta-vo, <i>in octavo.</i>
IN-NO-CENT, i-nno-cen, <i>innocent.</i>	AL-LANT AU PAS, a-llan-tau-pa, <i>going slowly.</i>	AL-LANT VI-TE, a-llan-vi-te, <i>going fast.</i>

\* Connected with *vowels* following it, N loses its *nasal* sound; it maintains that sound when there is no connection between that consonant and those vowels. Ex.: *bo-na-mi*, *bon-sa-mis*, *vin ai-gre*, *vi-nai-gre*, *vinegar*. (See Complete Course, 955).



LONG ES-POIR, lon-kes-poir, <i>long hope.</i>	LONG SI-LEN-CE, lon-si-len-ce, <i>long silence.</i>	LONG-TEMps, lon-tan, <i>long time.</i>
C'EST, AS-SEZ, Cè-ta-ssé, <i>It is enough.</i>	C'EST TROP, Cè-tro, <i>It is too much.</i>	C'EST TROP IN-JUS-TE, Cè-tro-pin-jus-te, <i>It is too unjust.</i>
ILs ONT EU, Il-zon-tu, <i>They have had.</i>	NOUS A-VONS FROID, NOU-Z A-VON-FROI, <i>we are cold.</i>	MET EX-CEL-LENT, mè-ex-cè-llen, <i>delicious food.</i>
METS EX-CEL-LENTs, mè-zex-cè-llen, <i>delicious foods.</i>	LI-RE À HAU-TE VOIX, li-ra-hau-te-voi, <i>to read aloud.</i>	NEUF HOM-MES, neu-vho-mme, <i>nine men.</i>
NEUF FEM-MES, neu-fa-mme, <i>nine women.</i>	CINQ HOM-MES, cin-kho-mme, <i>five men.</i>	CINQ FEM-MES, cin fa-mme, <i>five women.</i>
ILs É-TAIENT CINQ, Il-zè-tai-cink, <i>They were five.</i>	IL Est SIX HEU-RES, Il è-si-zheu-re, <i>It is six o'clock.</i>	LI-SONS À PRÉ-SENT, li-son-zà-pré-sen, <i>let us read now.</i>
A-MOUR Et PA-TRIE, a-mour-ré-pa-tri, <i>love and country.</i>	VE-NEZ EN-FANTS, ve-né-zen-fan, <i>come children.</i>	AL-LEZ A-VEC EL-LE, a-llé-za-vè-kè-lle, <i>go with her.</i>

COM-BIEN Ê-TES VOUS? con-bien ê-te vou? *how many are you?*

VOUS Ê-TES AI-MA-BLES, vou-zê-te-zai-ma-ble, <i>you are amiable.</i>	VOUS VOU-LEZ MAN-GER, vou-vou-lé-man-gé, <i>you want to eat.</i>
HON-TEUX ET CON-FUS, hon-teu-zé-con-fu, <i>ashamed and confused.</i>	HON-TEUX COM-ME EL-LE, hon-teu-co-mmè-lle, <i>ashamed as she.</i>
JESUIS EN BUT-TE AUX IN-JU-RES, Je sui-zen-bu-ttau-zin-ju-re, <i>I am buffeted with insults.</i>	MAR-CHAND-AM-BU-LANT, mar-chan-tam-bu-lan, <i>strolling merchant.</i>
MAR-CHAND COL-POR-TEUR, mar-chan-col-por-teur, <i>pedlar.</i>	J'AI FROID AUX PIEDs, Jai froi-tau-pié, <i>My feet are cold.</i>

CE SORT EST AF-FREUX,  
Ce sor-rè-ta-ffreu,  
*That fate is dreadful.*

ILs AI-MENT À PAR-LER,  
Il-zai-me-t'a-par-lé,  
*They like to speak.*

EL-LES AI-MENT LE BON PAIN,  
È-lle-zai-me le bon pain,  
*They like good bread.*

NOUS A-VONS AS-SEZ É-CRIT,  
nou-za-von-za-ssè-zè-cri,  
*we have written enough.*

NOUS PEN-SONS À EL-LE,  
nou pen-son-zà-è-lle,  
*we think of her.*

VAIN-CRE OU MOU-RIR,  
vain-crou-mou-rir,  
*to vanquish or die.*

FAI-TES AP-PE-LER UN AMI,  
fai-te-za-ppe-ler-run-na-mi,  
*have a friend to be called.*

MAR-CHEZ EN A-VANT,  
mar-ché-zen-a-van,  
*go ahead.*

JE SUIS PUIS-SANT\* ET EN PROIE AUX CA-LOM-NIES,  
Je sui-pui-ssan-é-en-proi-au-ca-lom-ni,  
*I am powerful and a prey to calumny.*

ILs N'ONT PAS À SE PLAIN-DRE AU-JOUR-D'HUI,  
Iz-non-pa-za-se plain-drau-jour-d'hui,  
*They have not to complain to-day.*

REMARKS.—1. In words ending with the consonant R, and followed by other words beginning with vowels or H mute, that articulation (R) keeps a connection with the two words:

DON-NER UN PRÉ-SENT,  
*to give a present.*

AP-PE-LER UN A-MI,  
*to call a friend.*

are sounded: do-nner-run pré-sen, a-ppe-ler-run-na-mi, etc.

2. Should the final R be followed by a *silent* consonant, the double connection is maintained. Ex.: SORT AFFREUX, *dreadful fate*; MORT HONTEUSE, *shameful death*, are pronounced: Sor-ra-ffreu, mor-ron-teu-se, without any articulation of T or H.

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\* No connection between final consonants and vowels following them, when the meaning requires a *stop*. (See Complete Course, 955).

3. Beginning syllables, and in the middle of words, the articulation R has a simple connection:

VAIN-CRE OU MOU-RIR,  
vain-crou mou-rir,  
*to vanquish or die.*

PÉ-RIR OU SUR-VI-VRE,  
pé-rir-rou sur-vi-vre,  
*to perish or survive.*

4. In the nasal vowel UN, the articulation N has also a double connection, when followed by words beginning with vowels or H mute:

Un homme, un enfant, un ami, *a man, a child, a friend*, are sounded: Un-no-mme, Un-nen-fan, un-na-mi, H in *homme* being mute.

5. In the pronoun IL, third person, singular, L is strongly articulated in affirmations:

Il-ai-me, Il parle, *He loves, he speaks*,

while, in the plural, that consonant is feebly articulated, and the consonant S is changed into Z:

Ils ont reçu, ils n'ont pas reçu, *they have received, they have not received.*

With interrogative cases, the articulation L in the singular, and LS in the plural are not sounded: a-t-il re-çu, *has he received*, sounds a-t-i re-çu; and, ont-ils re-çu? n'ont-ils pas reçu? *have they received? have they not received?* are pronounced: On-ti re-çu? n'on-ti pa-re-çu?

The articulation L is never sounded in fils, *son*; while S is always sounded whenever that word is followed by vowels or H mute:

MON FILS AIME L'É-TU-DE, MES FILS AI-MENT L'É-TUDE, FILS HA-BI-LE,  
*my son likes study.      my sons like study.      skilful son.*

are pronounced: Mon fi-zai-me l'é-tu-de, mè fi-zai-me l'é-tu-de, fi-zha-bi-le.

L is strongly articulated in fil, *thread*, and pro-fil, *profile*.

## EXERCISE XVI.

## THE HUMAN BODY.

LA TÊTE,  
*the head.*

LE CER-VEAU,  
*the brain.*

LE FRONT,  
*the forehead.*

LES CILS,  
*the eyelashes.*

LES NA-RI-NES,  
*the nostrils.*

LA BOU-CHE,  
*the mouth.*

LES GEN-CI-VES,  
*the gums,*

LA LAN-GUE,  
*the tongue.*

LES PIEDS,  
*the feet.*

LES AR-TÈ-RES,  
*the arteries.*

LA GOR-GE,  
*the throat.*

LES COU-DES,  
*the elbows.*

LES DOIGTS,  
*the fingers.*

LES ON-GLES,  
*the nails.*

LA POI-TRI-NE,  
*the chest.*

L'ES-TO-MAC,  
*the stomach.*

LES CHE-VEUX,  
*the hair.*

LES TEM-PES,  
*the temples.*

LES SOUR-CILS,  
*the eyebrows.*

LES YEUX,  
*the eyes.*

LES JOUES,  
*the cheeks.*

LES LÈ-VRES,  
*the lips.*

LES DENTS,  
*the teeth.*

LE MEN-TON,  
*the chin.*

LES OR-TEILS,  
*the toes.*

LES VEI-NES,  
*the veins.*

LES É-PAU-LES,  
*the shoulders.*

LES POI-GNETS,  
*the wrists.*

LES POU-CES,  
*the thumbs.*

LE DOS,  
*the back.*

LES POU-MONS,  
*the lungs.*

LE VEN-TRE,  
*the belly.*

LE CRÂ-NE,  
*the skull.*

LE VI-SA-GE,  
*the face.*

LES PAU-PIÈ-RES,  
*the eyelids.*

LE NEZ,  
*the nose.*

LES O-REILL-ES,  
*the ears.*

LES MA-CHOI-RES,  
*the jaws.*

LE PA-LAIS,  
*the palate.*

LE COU-DE-PIED,  
*the instep.*

LA PEAU,  
*the skin.*

LE COU,  
*the neck.*

LES BRAS,  
*the arms.*

LES MAINS,  
*the hands.*

LES PHA-LAN-GES,  
*the bone joints.*

LES CÔ-TES,  
*the ribs.*

LE CŒUR,  
*the heart.*

LES HAN-CHES,  
*the hips.*

LES GE-NOUx, <i>the knees.</i>	LES JAR-RETS,* <i>the hams.</i>	LES JAM-BES, <i>the legs.</i>
LES MOL-LETS, <i>the calves.</i>	LE SANG, <i>the blood.</i>	LE TOU-CHEr, <i>the touch.</i>
LA VU-e, <i>the sight.</i>	L'OU-I-e, <i>the hearing.</i>	L'O-DO-RAT, <i>the smelling.</i>
	LE GOÛt, <i>the taste.</i>	

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## EXERCISE XVII.

## HEAVEN, EARTH, AND TIME.

LE CIEL, <i>Heaven.</i>	LE SO-LEIL, <i>the sun.</i>	LES É-TOI-LES, <i>the stars.</i>
LES PLA-NÈ TES, <i>the planets.</i>	LA LU-NE, <i>the moon.</i>	LA TER-RE, <i>the earth.</i>
L'AIR, <i>the air.</i>	LES NU-A-GES, <i>the clouds.</i>	LES BROUILL-ARds, <i>the fogs.</i>
LE VENT, <i>the wind.</i>	LA PLUI-e, (EX. IV.) <i>the rain.</i>	LA GRÊ-LE, <i>the hail.</i>
L'O-RA-GE, <i>the storm.</i>	L'É-CLAIR, <i>the lightning.</i>	LES MON-TA-GNES, <i>the mountains.</i>
LES VOL-CANs, <i>the volcanoes.</i>	LES VAL-LÉ-es, <i>the valleys.</i>	L'EAU, <i>the water.</i>
LES MERS, <i>the seas.</i>	LES RI-VIÈ-RES, <i>the rivers.</i>	LES TOR-RENTs, <i>the torrents.</i>
LES CAS-CA-DES, <i>the cascades.</i>	LES LACs, <i>the lakes.</i>	LES É-TANGs, <i>the swamps.</i>
LES RUIS-SEAUx, <i>the rivulets.</i>	LES Î-LES, <i>the islands.</i>	LES SIÈ-CLES, <i>the ages.</i>
LES AN-NÉ-es, <i>the years.</i>	LES SAI-SONs, <i>the seasons.</i>	LE PRIN-TEMPs, <i>the spring.</i>

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\* Remember what has been said on the pronunciation of double consonants. (Page 29, Exer. XII.)



L' É-TÉ, <i>the summer.</i>	L' AU-TO-MNE,* <i>the fall.</i>	L' HI-VER, <i>the winter.</i>
LES MOIS, <i>the months.</i>	JAN-VIER, <i>January.</i>	FÉ-VRIER, <i>February.</i>
MARS, <i>March.</i>	A-VRIL, <i>April.</i>	MAI, <i>May.</i>
JUIN, <i>June.</i>	JUILL-ET, <i>July.</i>	AOÛT, (see Ex. XIII.), <i>August.</i>
SEP-TEM-BRE, <i>September.</i>	OC-TO-BRE, <i>October.</i>	NO-VEM-BRE, <i>November.</i>
DÉ-CEM-BRE, <i>December.</i>	LES SE-MAI-NEs, <i>the weeks.</i>	DI-MAN-CHE, <i>Sunday.</i>
LUN-DI, <i>Monday.</i>	MAR-DI, <i>Tuesday.</i>	MER-CRE-DI, <i>Wednesday.</i>
JEU-DI, <i>Thursday.</i>	VEN-DRE-DI, <i>Friday.</i>	SA-ME-DI, <i>Saturday.</i>
LES HEU-RES, <i>the hours.</i>	LES MI-NU-TES, <i>the minutes.</i>	LES SE-CON-DES, <i>the seconds. (Ex. XI.)</i>

## EXERCISE XVIII.

## METALS, STONES, AND MINERAL SUBSTANCES.

L' OR, <i>gold.</i>	L' AR-GENT, <i>silver.</i>	LE PLA-TI-NE, <i>platina.</i>	LE ZINC, <i>zinc.</i>
L' É-TAIN, <i>pewter.</i>	LE CUI-VRE, <i>copper.</i>	LE MER-CU-RE, <i>mercury.</i>	LE PLOMB,† <i>lead.</i>
LE FER, <i>iron.</i>	L' A-CIER, <i>steel.</i>	LA TÔ-LE, <i>sheet-iron.</i>	LE CI-MENT, <i>cement.</i>
LE PLÂ-TRE, <i>plaster.</i>	LA CHAUx, <i>lime.</i>	LE SA-BLE, <i>sand.</i>	L' AR-GI-LE, <i>clay.</i>

\* The word *automne*, pronounced au-to-ne, justifies completely our new syllabic division, adopted only to indicate a proper pronunciation of words.

† P, in plomb, *lead*, is never sounded; nor in drap, *cloth*.



LA CRAI-e, <i>chalk.</i>	LE MAR-BRE, <i>marble.</i>	LE CAILL-OU,* <i>flint.</i>	LE GRA-NIT, <i>granite.</i>
LE CRIS-TAL, <i>crystal.</i>	LE DIA-MANT, <i>diamond.</i>	LA TOUR-BE, <i>peat.</i>	LA HOUILL-E,* <i>coal.</i>
LE BI-TU-ME, <i>bitumen.</i>		LES SCHIS-TES, <i>schists.</i>	

## PRINCIPAL TREES.

LE CHÊ-NE, <i>the oak.</i>	LE CHAR-ME, <i>the yoke elm.</i>	LE PEU-PLIER, <i>the poplar.</i>	LE TREM-BLE, <i>the aspen tree.</i>
LE HÊ-TRE, <i>the beech tree.</i>	LE FRÊ-NE, <i>the ash tree.</i>	LE TILL-EUL, <i>the lime tree.</i>	L'É-RA-BLE, <i>the maple tree.</i>
LE BOU-LEAU, <i>the birch tree.</i>	L'OR-ME, <i>the elm tree.</i>	LE SAU-LE, <i>the willow.</i>	L'AU-NE, <i>the alder.</i>
L'IF, <i>the yew tree.</i>	LE PIN, <i>the pine.</i>	LE SA-PIN, <i>the fir tree.</i>	LE MÉ-LÈ-ZE, <i>the larch tree.</i>
LE CY-PRÈS, <i>the cypress.</i>	LE BUIS, <i>the box tree.</i>	LE PLA-TA-NE, <i>the buttonwood.</i>	L'A-CA-CIA, <i>the locust tree.</i>
L'O-RAN-GER, <i>the orange tree.</i>	L'O-LI-VIER, <i>the olive tree.</i>	LE POM-MIER, <i>the apple tree.</i>	LE POI-RIER, <i>the pear tree.</i>
LE PRU-NIER, <i>the plum tree.</i>	LE PÊ-CHER, <i>the peach tree.</i>	LE NO-YER, <i>the walnut tree.</i>	LE CE-RI-SIER, <i>the cherry tree.</i>
LE MAR-RON-NIER, <i>the horse chestnut.</i>		LE CHÂ-TAI-GNIER, <i>the chestnut tree.</i>	

## EXERCISE XIX.

## CHIEF CITIES OF EUROPE AND OTHER PARTS OF THE WORLD.

PA-RIS, <i>Paris.</i>	LY-ON, <i>Lyons.</i>	MAR-SEILL-E, <i>Marseilles.</i>	BOR-DEAUx, <i>Bordeaux.</i>
ROU-EN, <i>Rouen.</i>	NAN-TEs, <i>Nantes.</i>	TOU-LOU-SE, <i>Toulouse.</i>	LIL-LE, <i>Lille.</i>
STRAS-BOURG, <i>Strasbourg.</i>	METZ, <i>Metz.</i>	VER-SAILL-ES, <i>Versailles.</i>	LE HA-VRE, <i>Havre.</i>

\* Liquid L. (Exer. XII.)

CHER-BOURG, <i>Cherbourg.</i>	BREST, <i>Brest.</i>	LO-RIENT, <i>Lorient.</i>	RO-CHE-FORT, <i>Rochefort.</i>
TOU-LON, <i>Toulon.</i>	STOCK-HOLM, <i>Stockholm.</i>	MOS-COU, <i>Moscow.</i>	VAR-SO-VI-e, <i>Warsaw.</i>
LON-DRES, <i>London.</i>	DU-BLIN, <i>Dublin.</i>	E-DIM-BOURG, <i>Edinburgh.</i>	MAN-CHES-TER, <i>Manchester.</i>
GLAS-COW, <i>Glasgow.</i>	LI-VER-POOL, <i>Liverpool.</i>	BRU-XEL-LES, <i>Brussels.</i>	AN-VERS, <i>Antwerp.</i>
LA-HAYE, <i>the Hague.</i>	LIÉ-GE, <i>Liege.</i>	AM-STER-DAM, <i>Amsterdam.</i>	CO-LO-GNE, <i>Cologne.</i>
MA-YEN-CE, <i>Mentz.</i>	BER-LIN, <i>Berlin.</i>	DRES-DE, <i>Dresden.</i>	VI-EN-NE, <i>Vienna.</i>
HAM-BOURG, <i>Hamburg.</i>	NEW-YORK. <i>New York.</i>	BOS-TON, <i>Boston.</i>	BAL-TI-MO-RE, <i>Baltimore.</i>
WA-SHING-TON, <i>Washington.</i>	MO-BI-LE, <i>Mobile.</i>	CIN-CIN-NA-TI, <i>Cincinnati.</i>	DÉ-TROIT, <i>Detroit.</i>
CLÉ-VE-LAND, <i>Cleveland.</i>	NEW-HEA-VEN, <i>New Haven.</i>	MA-DRID, <i>Madrid.</i>	BAR-CE-LO-NE, <i>Barcelona.</i>
PAM-PE-LU-NE, <i>Pamplona.</i>	SÉ-VI-LE, <i>Seville.</i>	LIS-BON-NE, <i>Lisbon.</i>	GE-NÈ-VE, <i>Geneva.</i>
TU-RIN, <i>Turin.</i>	NA-PLES, <i>Naples.</i>		A-THÈ-NES. <i>Athens.</i>
CO-PEN-HA-GUE, <i>Copenhagen.</i>	ST.-PÉ-TERS-BOURG, <i>St. Petersburg.</i>	CON-STAN-TI-NO-PLE, <i>Constantinople.</i>	
PHI-LA-DEL-PHI-e, <i>Philadelphia.</i>		LA NOU-VEL-LE-OR-LÉ-ANS, <i>New Orleans.</i>	

## MAXIMS TAKEN FROM THE BIBLE.\*

Sou-ve-nez-vous de vo-tre Cré-a-teur pen-dant les jours de vo-tre jeu-nés-se, a-vant que le temps de l'af-flic-tion soit ar-ri-vé.

*Remember your Maker during the days of your youth, before the times of sorrow be arrived.*

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\* Now and then have learners to indicate the sounds of the synoptical table, while reading these lessons.

Le Sei-gneur con-ser-ve ceux qui ont le cœur droit, et il pro-tège ceux qui mar-chent dans la sim-pli-ci-té.

*The Lord maintains those who have honest hearts, and he protects those who walk in simplicity.*

La crain-te du Sei-gneur est le com-men-ce-ment de la sa-ges-se.

*The fear of the Lord is the beginning of wisdom.*

Le sa-ge craint le mal et s'en dé-tour-ne; l'in-sen-sé pas-se ou-tre, et se croit en sù-re-té.

*The wise man fears evil and goes from it; the fool goes forward and thinks himself secure.*

Mon fils, gar-dez ma loi et ob-ser-vez mes con-seils, ils se-ront la vie de vo-tre â-me; et vous ne crain-drez point du-rant vo-tre som-meil; vous re-po-se-rez tran-qui-le-ment\* et dou-ce-ment.

*My son, keep my law and observe my counsels, they will be the life of your soul; and you shall not fear during your sleep; you will repose quietly and softly.*

Car le Sei-gneur con-dui-ra vos pas, et vous em-pê-che-ra de tom-ber dans les pié-ges.

*Because the Lord will guide your steps, and will prevent you from falling into snares.*

#### MAXIMS CONTINUED.

Le mé-chant fuit sans ê-tre pour-sui-vi par per-son-ne; mais le jus-te est har-di com-me un li-on, et ne craint rien.

*The wicked man flies without being pursued by anybody; but the just is bold as a lion, and fears nothing.*

Mon fils, ne tom-bez point dans l'a-bat-te-ment lors-que le Sei-gneur vous a châ-tié.

*My son, do not fall into discouragement when the Lord has chastised you.*

Car le Sei-gneur châ-tie ce-lui qu'il ai-me, et se com-plaît en lui com-me un pè-re dans son fils.

*For the Lord chastises him whom he loves, and is pleased with him as a father with his son.*

Les pen-sées mau-vai-ses sont en a-bo-mi-na-tion au Sei-gneur; la pa-ro-le pu-re lui se-ra très-a-gré-a-ble.

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\* Double L ending and beginning a syllable does not take a liquid sound. It sounds like a single L: tran-qui-le-ment.

*Bad thoughts are in abomination to the Lord; pure speeches will be very agreeable to him.*

L'in-sen-sé a dit dans son cœur: Il n'y a point de Dieu.

*The fool has said in his heart: There is no God.*

L'im-pie se-ra in-ter-ro-gé sur ses pen-sées, et ses dis-cours monteront jus-qu'à Dieu, qui les en-ten-dra pour le pu-nir de son i-ni-qui-té.

*The impious man will be questioned upon his thoughts, and his speeches will ascend to God, who will hear them in order to punish him of his iniquity.*

Le cœur de l'in-sen-sé est com-me un va-se rom-pu: il ne peut rien re-te-nir de la sa-ges-se.

*The heart of the wicked is like a broken vase: it cannot retain anything of wisdom.*

#### MAXIMS CONTINUED.

Unche-val in domp-té de-vient in-trai-ta-ble, et l'en-fant a-ban-don-né à sa vo-lon-té de-vient in-so-lent.

*An unbroken horse becomes intractable, and the child abandoned to his will becomes insolent.*

Le fils qui est sage est la joie du père; le fils in-sen-sé est la tris-tes-se de la mère.

*The son who is good becomes the joy of his father; the wicked son is the sorrow of his mother.*

Ce-lui qui hait la ré-pri-man-de mar-che sur les tra-ces du mé-chant.

*He who hates to be reproved walks on the steps of the wicked.*

É-cou-tez, en-fants, les a-vis de vo-tre père, et sui-vez-les, a-fin que vous so-yez sau-vés.

*Listen, children, to the advices of your father, and follow them, in order that you be saved.*

Ce-lui qui craint le Sei-gneur ho-no-re-ra son père et sa mère, et il ser-vi-ra com-me ses maî-tres ceux qui lui ont don-né la vie.

*He who fears the Lord will honor his father and mother, and he will serve like his masters those who have given him life.*

Ce-lui qui ho-no-re son père se-ra ex-au-cé au jour de sa pri-ère.

*He who honors his father will be heard in the day of his prayer.*

La bé-né-dic-tion du père af-fer-mit la mai-son des en-fants, et la ma-lé-dic-tion de la mère la dé-truit jus-qu'aux fon-de-ments.

*The benediction of the father strengthens the house of the children, and the curse of the mother destroys it to the foundations.*

## MAXIMS CONTINUED.

Gar-dez la fi-dé-li-té à vo-tre a-mi pen-dant qu'il est pau-vre, a-fin que vous vous ré-jou-is-siez a-vec lui dans son bon-heur.

*Keep faithful to your friend while he is poor, in order that you may rejoice with him when he is happy.*

Ne di-tes point à vo-tre a-mi: "Al-lez, et re-ve-nez, je vous don-ne-rai de-main," si vous pou-vez lui don-ner sur-le-champ.

*Do not say to your friend: "Go, and return, I will give you to-morrow," if you can give to him at that moment.*

Il est bon que vous as-sis-tiez le jus-te; mais ne re-ti-rez pas non plus vo-tre main de ce-lui qui n'est pas jus-te: car ce-lui qui craint Dieu ne né-gli-ge rien.

*It is good for you to assist the just man; but do not withdraw your hand from him who is not just: because he who fears God neglects nothing.*

Si vo-tre en-ne-mi a faim, don-nez lui à man-ger; et s'il a soif, don-nez-lui à boire: le Sei-gneur vous le ren-dra.

*If your enemy is hungry, give him to eat; if he is thirsty, give him to drink; the Lord will return it to you.*

Ne mé-pri-sez pas ce-lui qui a faim, et n'ai-gris-sez pas le pau-vre dans son in-di-gen-ce.

*Do not despise him who is hungry, and do not irritate the poor in his poverty.*

La pri-ère du pau-vre s'é-lè-ve-ra de sa bou-che jus-qu'aux o-reill-es\* de Dieu, et il se hâ-te-ra de lui fai-re jus-ti-ce.

*The prayer of the poor man will ascend from his mouth to God's ears, and he will hasten to grant him justice.*

## MAXIMS CONCLUDED.

Ne fu-yez pas le travail, qui a é-té in-sti-tu-é par le Très-Haut.

*Do not shun work, which has been instituted by the Most High.*

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\* Ending a syllable LL are liquid.



Jus-qu'à quand dor-mi-rez-vous, pa-res-seux?

*How long will you sleep, lazy one?*

Vous dor-mi-rez un peu; vous join-drez vos mains l'u-ne dans l'au-tre pour vous en-dor-mir; et ce-pen-dant l'in-di-gence vien-dra com-me un hom-me qui mar-che à grands pas, et la pau-vre-té, com-me un hom-me ar-mé, se sai-si-ra de vous.

*You will sleep a little; you will join your hands one in the other before going to sleep; and yet poverty will come as a man advancing with great strides, and misery as a man in armor will get hold of you.*

Par-tout où l'on tra-vaill-e, là est l'a-bon-dan-ce; mais, où l'on par-le beau-coup, l'in-di-gen-ce se trou-ve sou-vent.

*Always where work is found, there is plenty; but where is much talking, often do we meet poverty.*

Peu, a-vec la crain-te de Dieu, vaut mieux que de grands trésors qui ne ras-sa-sient point: peu, avec la jus-ti-ce, vaut mieux que de grands biens avec l'i-ni-qui-té.

*A little with the fear of God, is better than great treasures which cannot satisfy: a little with justice is preferable to great possessions with iniquity.*

Le pau-vre qui se suf-fit à lui-même vaut mieux qu'un hom-me glo-ri-eux qui n'a point de pain.

*The poor man who provides for himself is better off than the vain man wanting bread.*



# COMPLETE STUDY OF FRENCH VERBS,

## REGULAR OR IRREGULAR.

In its practice the VERB adopts only two forms: AFFIRMATIVE and INTERROGATIVE.

Conjugated without or with negations, verbs always express affirmations.

J'affirme que cela est, *I affirm that this is.*

J'affirmerai que cela n'est pas, *I will affirm that this is not.*

Conjugated INTERROGATIVELY verbs express simple QUERIES, but contain no assertions:

Affirmez-vous cela? *Do you affirm that?*

The pronouns used in the conjugation of verbs are three in number:

Sing.	{	Je,	<i>I.</i>	Plu.	{	Nous,	<i>We.</i>	} 1	
		Tu,	<i>Thou.</i>			Vous,	<i>You.</i>		} 2 person
		Il, elle, on,	<i>He, she, they.</i>			Ils, elles,	<i>They.</i>		

E, in JE, I, is elided or dropped before verbs beginning with a vowel or an H mute: J'ai, J'aime, J'honore; *I have, I love, I honor.*

In those cases the dropped E is replaced by an apostrophe (').

*Conjugation of Avoir, to have, affirmatively as far as the past anterior.*

### INDICATIVE MODE.

<i>Present.</i>				<i>Practice.*</i>	
J'	ai	<i>I</i>	<i>have.</i>	Vous,	avons
Tu	as	<i>Thou</i>	<i>hast.</i>	Il, elle, on	ont
Il, elle, on	a	<i>He or she</i>	<i>has.</i>	Nous,	ai
Nous	avons	<i>We</i>	} <i>have.</i>	Ils, elles,	as
Vous	avez	<i>You</i>		Tu,	avez
Ils, elles	ont	<i>They</i>		Je,	a

\* With pronouns learners must find the *proper inflexions*, and with the inflexions the *proper pronouns*.

<i>Imperfect.</i>				<i>Practice.</i>	
J'	avais	<i>I</i>	<i>was</i>	Nous,	avait
Tu	avais	<i>Thou</i>	<i>wast</i>	Tu,	avions
Il, elle, on	avait	<i>He or she</i>	<i>was</i>	Il, elles,	avais
Nous	avions	<i>We</i>	<i>were</i>	Je,	aviez
Vous	aviez	<i>You</i>	<i>were</i>	Vous,	avaient
Il, elles	avaient	<i>They</i>	<i>were</i>	Il, elle, on	avais
<i>having.</i>					
<i>Past Definite.</i>					
J'	eus	<i>I</i>	<i>did</i>	Il, elles,	eus
Tu	eus	<i>Thou</i>	<i>didst</i>	Vous,	eut
Il, elle, on	eut	<i>He or she</i>	<i>did</i>	Je,	eûmes
Nous	eûmes	<i>We</i>	<i>did</i>	Il, elle, on	eurent
Vous	eûtes	<i>You</i>	<i>did</i>	Tu,	eûtes
Il, elles	eurent	<i>They</i>	<i>did</i>	Nous,	eus
<i>have.</i>					

To form the *compound tenses* use the present indicative, and the past participle EU, for the past indefinite: *J'ai eu*, etc.; the imperfect and the same participle EU, for the pluperfect *J'avais eu*; the past definite combined with same participle EU, to form the past anterior *J'eus eu*. Follow the same practice indicated for the simple tenses, and have EU added to each person of the compound:

*J'ai eu, I have had. J'avais eu, J'eus eu, I had had, etc.*

#### ORAL PRACTICE.

1. J'ai. 2. Ils avaient eu. 3. J'avais. 4. Vous aviez eu. 5. Ils ont eu. 6. Tu avais. 7. Nous avions eu. 8. J'eus. 9. Tu as. 10. Il avait eu. 11. Tu eus eu. 12. Il ou elle a. 13. Il avait. 14. Tu eus. 15. J'eus eu. 16. J'avais eu. 17. Il eut eu. 18. Nous avons eu. 19. Ils avaient. 20. J'ai eu. 21. Tu avais eu. 22. Tu as eu. 23. Nous eûmes. 24. Vous aviez. 25. Nous avons. 26. Il eut. 27. Ils eurent. 28. Vous avez. 29. Nous avions. 30. Il a eu. 31. Ils eurent eu. 32. Vous avez eu. 33. Nous eûmes eu. 34. Vous eûtes. 35. Ils ont. 36. Vous eûtes eu.

These French exercises must be pronounced correctly, with reference to the primitive sounds indicated in our synoptical table, or to our exercises on pronunciation.

#### WRITTEN PRACTICE,

*In which the compound tenses are included.*

REMARK.—The past anterior and pluperfect of French verbs being rendered in English under the same forms, in the following exercise cases of *pluperfect* will be marked with P. In translating

into French the following, learners must indicate the syllabic division of words.

1. They had had, *P.* 2. I have. 3. I had had. 4. Thou hast.
5. I had or was having. 6. They did have. 7. I have had. 8. You had had, *P.*
9. Thou hadst had. 10. You did have. 11. Thou wast having.
12. He has. 13. Thou hadst had, *P.* 14. He had had. 15. We did have.
16. He was having. 17. We have. 18. We had had.
19. We had had, *P.* 20. He did have. 21. We were having.
22. You have. 23. Thou didst have. 24. We have had.
25. You have had. 26. You were having. 27. They have.
28. He had had, *P.* 29. They have had. 30. I did have.
31. He has had. 32. They were having. 33. Thou hadst. 34. You had had.
35. I had had, *P.* 36. They had had.

*Continuation of Avoir, to have, from the future indicative to the subjunctive mode.*

<i>Future.</i>				<i>Practice.</i>	
J'	aurai,	<i>I shall</i>	} <i>have.</i>	Vous,	aurons
Tu	auras,	<i>Thou wilt</i>		Il, elle,	auras
Il	aura,	<i>He will</i>		Nous,	auront
Nous	aurons,	<i>We shall</i>		Ils, elles,	aura
Vous	aurez,	<i>You will</i>		Tu,	aurai
Ils, elles	auront,	<i>They will</i>		Je,	aurez

CONDITIONAL MODE.

<i>Present.</i>						
J'	aurais,	<i>I</i>	<i>should</i>	} <i>have.</i>	Tu,	aurions
Tu	aurais,	<i>Thou</i>	<i>wouldst</i>		Nous,	aurais
Il, elle	aurait,	<i>He, she</i>	<i>would</i>		Ils, elles,	auriez
Nous	aurions,	<i>We</i>	<i>should</i>		Vous,	auraient
Vous	auriez,	<i>You</i>	<i>would</i>		Il, elle,	aurais
Ils, elles	auraient,	<i>They</i>	<i>would</i>		Je,	aurait

IMPERATIVE MODE.

Aie,	<i>Have (thou).</i>	Subjects understood.	{ ayons aie ayez
Ayons,	<i>Let us have.</i>		
Ayez,	<i>Have (you).</i>		

ORAL PRACTICE.

1. J'aurais. 2. Ils auront eu. 3. J'aurai. 4. Ils auraient eu.
5. Ayez. 6. Tu auras. 7. Vous aurez eu. 8. Tu aurais. 9. Vous auriez eu.
10. Ayons. 11. Il aura. 12. Nous aurons eu. 13. Il aurait.
14. Nous aurions eu. 15. Aie. 16. Nous aurons. 17. Il aura eu.
18. Nous aurions. 19. Il aurait eu. 20. Vous aurez.

21. Tu aurais eu. 22. Vous auriez. 23. Tu auras eu. 24. Ils auront. 25. J'aurais eu. 26. Ils auraient. 27. J'aurai eu.

## WRITTEN PRACTICE.

1. They shall or will have. 2. I should or would have. 3. They should have. 4. Have (thou). 5. I will have. 6. They will have had. 7. Thou wouldst have. 8. You should have. 9. Let us have. 10. Thou shalt have. 11. You will have. 12. He should have. 13. We will have. 14. He shall have. 15. Have (ye or you). 16. We would have. 17. We would have had. 18. He shall have had. 19. We will have had. 20. He should have had. 21. You would have had. 22. Thou wilt have had. 23. You will have had. 24. Thou wouldst have had. 25. I will have had. 26. They would have had. 27. I should have had.

With the future and the past participle EU form the *future anterior*; with the same past participle and the present conditional, form the past tense of that mode.

Referring always to the classifications of the synoptical table, learners must analyze sounds in this manner, and indicate the syllables of each word.

## EXAMPLE OF ORTHOEPIC PARSING.

J'aurai, tu auras. J'aurais, nous aurons, nous aurions, ils auraient, etc.

<i>Je,</i>	2d sound.	<i>Nous,</i>	8th sound.
<i>Au,</i>	6    “	<i>Au,</i>	6    “
<i>Rai,</i>	3    “	<i>Rons,</i>	6 and 11.
<i>Tu,</i>	7    “	<i>Nous,</i>	8th sound.
<i>Au,</i>	6    “	<i>Au,</i>	6    “
<i>Ras,</i>	1    “	<i>Rions,</i>	18 and 11.
<i>Je,</i>	2    “	<i>Ils,</i>	Liquid L, Exercise XII.
<i>Au,</i>	6    “	<i>Au,</i>	6th sound.
<i>Rais,</i>	4    “	<i>Raient,</i>	4    “

Besides these indications, teachers may introduce questions such as these :

In what cases are sounds, or vowels, silent? Ex. : *prierai, lie, taon,* etc.

In what cases are articulations, or consonants, not sounded? Ex. : *ent, ais, ait, aient,* etc.



*Conclusion of Avoir, to have.*

SUBJUNCTIVE MODE.

*Present.*

To express want;	{	J'	aie,	<i>I</i>	} <i>must have.</i>
		Tu	aies,	<i>Thou</i>	
<i>Il faut que</i>		Il, elle	ait,	<i>He, she</i>	
E, in <i>que</i> , is dropped		Nous	ayons,	<i>We</i>	
before pronouns of		Vous	ayez,	<i>You</i>	
the third person.		Ils, elles	aient,	<i>They</i>	

*Future.*

<i>Il faudra que</i>	{	J'	aie,	<i>It will be necessary for</i>	{	<i>me</i>	} <i>to have.</i>
		Tu	aies,			<i>thee</i>	
		Il, elle	ait,			<i>him or her</i>	
		Nous	ayons,			<i>us,</i>	
		Vous	ayez,			<i>you</i>	
		Ils, elles	aient,			<i>them</i>	

Conjugated alone, avoir, *to have*, is an active verb, viz. : susceptible of having complements. Ex. : J'ai le pain, *I have the bread*. Conjugated with participles of other verbs in compound tenses, it is called an auxiliary verb.

*Imperfect.*

<i>Il fallait ou il fau- draît que etc.</i>	{	J'	eusse,	<i>It was necessary, or it would have been necessary for</i>	{	<i>me</i>	} <i>to have.</i>
		Tu,	eusses,			<i>thee</i>	
		Il, elle	eût,			<i>him or her</i>	
		Nous	eussions,			<i>us</i>	
		Vous	eussiez,			<i>you</i>	
		Ils, elles	eussent,			<i>them</i>	

REMARK.—With the present tense of this mode and the past participle EU form the past; with the imperfect and the same participle form the pluperfect:

Il faut, il faudra *que J'ai eu*; Il fallait, il faudrait *que J'eusse eu*.

PRACTICE.

<i>Present.</i>		<i>Future.</i>		<i>Imperfect.</i>	
Il faut que.		Il faudra que.		Il fallait or il faudrait que.	
Vous,	aie	Il, elle,	ayons	Ils, elles,	eusse
Il, elle,	ayons	Vous,	aie	Je,	eussiez
Nous	aient	Tu,	ayez	Nous	eussent
Tu,	ayez	Nous,	ait	Il, elle,	eusses
Ils, elles,	aies	Ils, elles,	aies	Vous,	eût
Je,	ait	Je,	aient	Tu,	eussions

The tenses of the infinitive mode must be taught on the same principles, and recognized by pupils by means of inflections.

## INFINITIVE MODE.

Avoir.	<i>Present.</i> to have.		Avoir eu,	<i>Past.</i> to have had.
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## PARTICIPLES.

Ayant,	<i>Present.</i> having.		Eu, eue,	<i>Past.</i> had.
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*Compound.*

Ayant eu, *having had.*

## PRACTICE.

eu, eue.	ayant.	ayant eu.
avoir eu.	(Name each of these tenses.)	avoir.

In telling the name of each tense, learners must also indicate the orthoëpic principles governing them, and refer to our synoptical table on the primitive sounds of the French language; or to the exceptional cases given in our exercises on pronunciation.

## ORAL PRACTICE.

1. *Il faut* que J'aie. 2. *Il faudrait* que j'eusse eu. 3. *Il faut* qu'ils aient eu. 4. *Il fallait* que j'eusse. 5. *Il faudra* que j'aie.
6. *Il faut* que tu aies. 7. Avoir. 8. *Il faudrait* que tu eusses eu. 9. *Il faut* que vous ayez eu. 10. *Il fallait* que tu eusses.
11. *Il faudra* que tu aies. 12. *Il faut* qu'il ait. 13. Ayant.
14. *Il faudrait* qu'il eût eu. 15. *Il faut* que nous ayons eu. 16. *Il fallait* qu'il eût eu. 17. *Il faudra* qu'il ait. 18. *Il faut* que nous ayons.
19. Avoir eu. 20. *Il faudrait* que nous eussions eu. 21. *Il faut* qu'il ait eu. 22. *Il fallait* que nous eussions.
23. *Il faudra* que nous ayons. 24. *Il faut* que vous ayez. 25. Eu.
26. *Il faudrait* que vous eussiez eu. 27. *Il faut* que tu aies eu. 28. *Il faudrait* que vous eussiez.
29. *Il faudra* que vous ayez. 30. *Il faut* qu'ils aient. 31. Ayant eu. 32. *Il faudrait* qu'ils eussent eu.
33. *Il faut* que j'aie eu. 34. *Il fallait* qu'ils eussent. 35. *Il faudra* qu'ils aient eu. 36. Eue.

REMARK.—The words in *italics* represent the principal proposition, what follows is the subjunctive, Accordingly, in parsing these exercises, say:



*Il faut*: Unipersonal verb, present indicative, third person singular; *que J'aie*: present of the subjunctive, first person singular.

WRITTEN PRACTICE.

1. To have. 2. They must have had. 3. It will be necessary for me to have. 4. It was necessary for them to have. 5. I must have had. 6. It would be necessary for them to have had. 7. Having. 8. I must have. 9. It will be necessary for thee to have. 10. It was necessary for you to have. 11. Thou must have had. 12. It would be necessary for you to have had. 13. Had, *F*. 14. Thou must have. 15. It will be necessary for us to have. 16. It will be necessary for him to have. 17. He must have. 18. It would be necessary for us to have. 19. Having had. 20. He must have had. 21. It will be necessary for us to have. 22. It was necessary for him to have. 23. We must have had. 24. It would be necessary for him to have had. 25. To have had. 26. We must have. 27. It will be necessary for us to have. 28. It was necessary for thee to have. 29. You must have had. 30. It would be necessary for thee to have had. 31. Had, *M*. 32. You must have. 33. It will be necessary for you to have. 34. It was necessary for me to have. 35. They must have. 36. It will be necessary for them to have had.

*Être*, to be, *conjugate from the present indicative to the past anterior of the same mode.*

INDICATIVE MODE.

<i>Present.</i>				<i>Practice.</i>	
Je	suis,	<i>I</i>	<i>am.</i>	Vous,	sommes
Tu	es,	<i>Thou</i>	<i>art.</i>	Il, elle,	sont
Il, elle	est,	<i>He, she</i>	<i>is.</i>	Nous,	suis
Nous	sommes,	<i>We</i>	<i>are.</i>	Ils, elles,	es
Vous	êtes,	<i>You</i>	<i>are.</i>	Tu,	êtes
Ils, elles	sont,	<i>They</i>	<i>are.</i>	Je,	est
<i>Imperfect.</i>					
J'	étais,	<i>I</i>	} <i>used to be.</i>	Nous,	était
Tu	étais,	<i>Thou</i>		Tu,	étions
Il, elle	était,	<i>He, she</i>		Ils, elles,	étaient
Nous	étions,	<i>We</i>		Je,	étiez
Vous	étiez,	<i>You</i>		Vous,	étaient
Ils, elles	étaient,	<i>They.</i>		Il, elle,	étais

<i>Past Definite.</i>				<i>Practice.</i>	
Je	fus,	<i>I</i>	<i>was.</i>	Ils, elles,	fus
Tu	fus,	<i>Thou</i>	<i>wast.</i>	Vous.	fut
Il, elle	fut,	<i>He, she</i>	<i>was.</i>	Je,	fûmes
Nous	fûmes,	<i>We</i>	<i>were.</i>	Il, elle,	furent
Vous	fûtes,	<i>You</i>	<i>were.</i>	Tu,	fûtes
Ils, elles	furent,	<i>They</i>	<i>were.</i>	Nous,	fus

With the present indicative of *avoir*, *to have*, and the participle of this verb form the past indefinite; with the imperfect, the pluperfect, and with the past definite the past anterior:

*J'ai été, I have been; J'avais été, J'eus été, I had been, etc.*

#### ORAL PRACTICE.

1. Ils sont. 2. J'ai été. 3. Ils eurent été. 4. J'étais. 5. Ils avaient été. 6. Vous êtes. 7. Tu étais. 8. Je fus. 9. Tu as été. 10. Vous eûtes été. 11. Vous aviez été. 12. Nous sommes. 13. Il était. 14. Je fus. 15. Il a été. 16. Nous eûmes été. 17. Nous avions été. 18. Elle est. 19. Nous étions. 20. Il fut. 21. Nous avons été. 22. Il eut été. 23. Elle avait été. 24. Tu es. 25. Vous étiez. 26. Nous fûmes. 27. Vous avez été. 28. Tu eus été. 29. J'avais été. 30. Je suis. 31. Ils étaient. 32. Vous fûtes. 33. Ils ont été. 34. J'eus été. 35. Tu avais été. 36. Ils furent.

#### WRITTEN PRACTICE.

1. I am. 2. I used to be. 3. I was. 4. I had been. 5. They had been. 6. I had been, *P.* 7. Thou art. 8. You used to be. 9. Thou wast. 10. They have been. 11. You have been. 12. Thou hadst been, *P.* 13. She is. 14. We used to be. 15. He was. 16. Thou hadst been. 17. We had been. 18. He had been, *P.* 19. We are. 20. He used to be. 21. We were. 22. He has been. 23. We had been. 24. You are. 25. They had been, *P.* 26. Thou used to be. 27. You were. 28. You had been. 29. We have been. 30. They are. 31. They used to be. 32. They were. 33. You have been. 34. I had been. 35. You had been, *P.* 36. Thou hadst been.

*Continuation of the verb Être, to be, from the future indicative, to the subjunctive mode.*

<i>Future.</i>				<i>Practice.</i>	
Je	serai,	<i>I</i>	<i>shall</i>	} <i>be.</i>	Vous, serons
Tu,	seras,	<i>Thou</i>	<i>wilt</i>		Il, elle, sera
Il, elle	sera,	<i>He, she</i>	<i>will</i>		Nous, seront
Nous	serons,	<i>We</i>	<i>shall</i>		Il, elles, seras
Vous	serez,	<i>You</i>	<i>will</i>		Tu, serai
Il, elles	seront,	<i>They</i>	<i>will</i>		Je, serez

CONDITIONAL MODE.

<i>Present.</i>					
Je	serais,	<i>I</i>	<i>should</i>	} <i>be.</i>	Tu, serions
Tu	serais,	<i>Thou</i>	<i>wouldst</i>		Nous, serais
Il, elle	serait,	<i>He, she</i>	<i>would</i>		Il, elles, seriez
Nous	serions,	<i>We</i>	<i>should</i>		Vous, seraient
Vous	seriez,	<i>You</i>	<i>would</i>		Il, elle, serais
Il, elles	seraient,	<i>They</i>	<i>would</i>		Je, serait

IMPERATIVE MODE.

Sois,	<i>Be (thou).</i>	Subjects understood.	{	soyons
Soyons,	<i>Let us be.</i>			sois
Soyez,	<i>Be (ye or you).</i>			soyez

ORAL PRACTICE.

1. Je serais. 2. Ils auront été. 3. Je serai. 4. Ils auraient été. 5. Soyez. 6. Tu seras. 7. Vous aurez été. 8. Tu serais. 9. Vous auriez été. 10. Soyons. 11. Il sera. 12. Nous aurons été. 13. Il serait. 14. Nous aurions été. 15. Sois. 16. Nous serons. 17. Il aura été. 18. Nous serions. 19. Il aurait été. 20. Vous serez. 21. Tu aurais été. 22. Vous seriez. 23. Tu auras été. 24. Ils seront. 25. J'aurai été. 26. Ils seraient. 27. J'aurais été.

WRITTEN PRACTICE.

In translating the English exercises into French, learners must indicate with hyphens (-), *in their copy*, the syllabic division of each polysyllabic word:

Ils au-raient é-té; nous som-mes; vous é-tiez.

This is most important to obtain a good pronunciation.

1. I shall be *or* will be. 2. They will be. 3. Be (you). 4. They would *or* should have been. 5. I would be. 6. Thou wilt be.

7. You will have been. 8. Thou wouldst be. 9. You would have been. 10. Let us be. 11. He will be. 12. We shall have been. 13. We would be. 14. We would have been. 15. Be (thou). 16. We will be. 17. He will have been. 18. He would be. 19. He would have been. 20. Thou wilt have been. 21. Thou wouldst have been. 22. You would have been. 23. You will be. 24. They will have been. 25. I shall have been. 26. They would be. 27. I would have been.

*Continuation of the auxiliary Être, to be, from the present subjunctive, to the conclusion of that verb.*

## SUBJUNCTIVE MODE.

*Present.*

Il faut que or qu'	Je	sois,	I	} must be.
	Tu	sois,	Thou	
	Il, elle	soit,	He, she	
	Nous	soyons,	We	
	Vous	soyez,	You	
	Ils, elles	soient,	They	

*Future.*

Il faudra que or qu'	Je	sois,	It will be necessary for	me	} to be.
	Tu	sois,		thee	
	Il, elle	soit,		him or her	
	Nous	soyons,		us,	
	Vous	soyez,		you	
	Ils, elles	soient,		them	

*Imperfect.*

Il fallait or il faud- rait que	Je	fusse,	It was necessary, or it would have been necessary for	me	} to be.
	Tu,	fusses,		thee	
	Il, elle	fût,		him or her	
	Nous	fussions,		us	
	Vous	fussiez,		you	
	Ils, elles	fussent,		them	

Form the compound tenses of this mode as we have indicated for avoir, *to have*. (Remark, page 53).

## PRACTICE.

<i>Present.</i>		<i>Future.</i>		<i>Imperfect.</i>	
Il faut que or qu'.		Il faudra que.		Il fallait or il faudrait que.	
Vous,	sois	Il, elle,	soyons	Ils, elles,	fusse
Il, elle,	soyons	Vous,	sois	Je,	fussiez
Nous	soient	Tu,	soyez	Nous	fussions
Tu,	soyez	Nous,	soient	Il, elle,	fusses
Ils, elles,	sois	Ils, elles,	sois	Vous,	fût
Je,	soit	Je,	soit	Tu,	fussions



INFINITIVE MODE.

Etre,	<i>Present.</i> to be.		Avoir été,	<i>Past.</i> to have been.
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PARTICIPLES.

Etant,	<i>Present.</i> being.		Été,	<i>Past.</i> been.
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*Compound.*

Ayant été, *having been.*

PRACTICE.

ayant été.	étant.	être.
été.	(Name each of these tenses.)	avoir été.

REMARK.—Conjugated alone *Etre*, *to be*, is a substantive verb, viz. : complete in meaning and needing no complements. Ex. : Je suis, *I am*. Combined with past participles in compound tenses it is an auxiliary. Ex. : Je suis allé, *I am gone*.

ORAL PRACTICE.

1. *Il faut* que j'aie été.
2. *Il faut* que je sois.
3. *Il faudra* qu'ils soient.
4. *Il fallait* que je fusse.
5. *Il faudrait* qu'ils eussent été.
6. Ayant été.
7. *Il faut* que tu sois.
8. *Il faudra* que vous soyez.
9. *Il fallait* que tu fusses.
10. *Il faut* que tu aies été.
11. *Il faudrait* que vous eussiez été.
12. *Il faudra* que tu sois.
13. *Il faudra* que nous soyons.
14. *Il fallait* qu'il fût.
15. *Il faut* qu'il ait été.
16. *Il faudrait* que nous eussions été.
17. Été.
18. *Il faut* que nous soyons.
19. *Il faudra* qu'il soit.
20. *Il fallait* que nous fussions.
21. *Il faut* que nous ayons été.
22. *Il faudrait* qu'il eût été.
23. Etant.
24. *Il faut* que vous soyez.
25. *Il faut* qu'il soit.
26. *Il fallait* que vous fussiez.
27. *Il faut* que vous ayez été.
28. *Il faudrait* que tu eusses été.
29. Avoir été.
30. *Il faut* qu'ils soient.
31. *Il faudra* que je sois.
32. *Il fallait* qu'ils fussent.
33. *Il faut* qu'ils aient été.
34. *Il faudrait* que j'eusse été.
35. Être.

WRITTEN PRACTICE.

1. Having been.
2. I must be.
3. It will be necessary for me to be.
4. It was necessary for them to be.
5. I must have been.
6. It would be necessary for me to have been.
7. To be.
8. Thou must be.
9. It will be necessary for thee to be.
10. It was necessary for you to have been.
11. Thou must have been.
12. It



would be necessary for you to have been. 13. Been. 14. He must be. 15. It will be necessary for him to be. 16. It was necessary for us to be. 17. He must have been. 18. It would be necessary for him to have been. 19. Being. 20. We must be. 21. It will be necessary for us to be. 22. It was necessary for him to be. 23. We must have been. 24. It would be necessary for us to have been. 25. To have been. 26. You must be. 27. It will be necessary for you to be. 28. It was necessary for thee to be. 29. You must have been. 30. It was necessary for you to have been. 31. They must be. 32. It will be necessary for them to be. 33. It was necessary for me to be. 34. They must have been. 35. It would be necessary for them to have been.

In translating into French the preceding exercise, divide the words into syllables; and analyze the sounds of some sentences with reference to the synoptical table. Ex.: Il fal-lait que je fus-se.

#### CONJUGATION OF FRENCH VERBS.

To conjugate is to write or recite the different *modes*, *tenses*, *persons*, and *numbers* of verbs.

There are four conjugations or classes of verbs, distinguished from each other by the termination or ending of the present infinitive.

Verbs of	$\left\{ \begin{array}{l} \text{first conjugation} \\ \text{second} \quad \text{"} \\ \text{third} \quad \text{"} \\ \text{fourth} \quad \text{"} \end{array} \right\}$	have the termination or ending in	$\left\{ \begin{array}{l} \text{ER.} \\ \text{IR.} \\ \text{OIR.} \\ \text{RE.} \end{array} \right\}$
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- |          |                          |  |
|----------|--------------------------|--|
| 1. Conj. | Aimer, manger, chanter,  | <i>To love, to eat, to sing.</i>       |
| 2. "     | Finir, mourir, courir,   | <i>To finish, to die, to run.</i>      |
| 3. "     | Recevoir, voir, pouvoir, | <i>To receive, to see, to be able.</i> |
| 4. "     | Prendre, rendre, vendre, | <i>To take, to render, to sell.</i>    |

#### FORMATION OF TENSES.

Primitive tenses are used in forming the others. Their number is five, viz.:

<i>The present infinitive,</i>	Chanter, finir, recevoir, vendre.
<i>The present participle,</i>	Chantant, finissant, recevant, vendant.
<i>The past participle,</i>	Chanté-ée, fini-ie, reçu-ue, vendu-e.
<i>The present of the indicative,</i>	Je chante, Je finis, Je reçois, Je vends.
<i>The past definite,</i>	Je chantai, Je finis, Je reçus, Je vendis.

Derivative tenses are formed from the primitive.

The present of the infinitive forms two tenses.

1. The future in changing R of the first and second conjugation, OIR of the third, RE of the fourth, into RAI:

Aime r,	J'aime rai,	To love, I shall love.
Fini r	Je fini rai,	To finish, I shall finish.
Recev oir	Je recev rai,	To receive, I shall receive.
Rend re	Je rend rai,	To render, I shall render.

2. The present conditional in changing R, OIR, RE into RAIS.

Aimer,	J'aime rais,	To love, I would love.
Finir,	Je fini rais,	To finish, I would finish.
Recevoir,	Je recev rais,	To receive, I would receive.
Rendre,	Je rend rais,	To render, I would render.

The present participle forms three tenses.

1. The three persons plural of the present indicative in changing ANT into ONS, EZ, ENT.

Donn ant—nous donn-ons, vous donn-ez, ils donn-ent, *Giving, we give, etc.*  
 Dorm-ant—nous dorm-ons, vous dorm-ez, ils dorm-ent, *Sleeping, we sleep, etc.*  
 Vend-ant—nous vend-ons, vous vend-ez, ils vend-ent, *Selling, we sell, etc.*

REMARK.—Verbs of the third conjugation which change EVANT into OIVENT, in the third person plural of the present indicative form an exception to this rule.

Recev-ant—nous recev-ons, vous recev-ez, ils reç-oivent; *receiving, we receive, you receive, they receive.*

2. The imperfect of the indicative in changing ANT into AIS.

Donn-ant—je donn-ais, finiss-ant, je finiss-ais, recev-ant, je recev-ais, rend-ant, je rend-ais: *giving—I used to give; finishing—I used to finish, etc.*

3. The present of the subjunctive in changing ANT into E.

Aim-ant—que j'aim-e; finiss-ant, que je finisse; recev-ant, que je reç-oiv-e; rend-ant, que je rend-e; *loving—that I love, etc.*

As we have remarked above, except verbs of the third conjugation changing EVANT into OIVENT, in the third person plural:

Apercev-ant, qu'ils aperç-oivent, *Perceiving, that they perceive.*

By means of the auxiliaries *avoir*, *être*, *to have*, *to be*, the past participle forms all the compound tenses of verbs:

*J'ai estimé, Je suis estimé or estimée, I have esteemed, I am esteemed.*

*Tu avais puni, tu étais puni or punie, Thou hadst punished, thou was punished.*

REMARK.—Past participles connected with *être* agree in gender and number with the subject.

The present indicative forms the imperative mode, in dropping the personal pronouns, *tu*, *nous*, *vous*, and S of the second person singular of verbs of the first conjugation.

*Tu donnes—donne; nous donnons—donnons; vous donnez—donnez. Give (thou); let us give; give (you).*

The past definite forms the imperfect of the subjunctive by changing AI into ASSE with verbs of the first conjugation, adding only SE to the three others.

REMARK.—With primitive tenses form the derivative, and with derivative indicate the primitive.

Je donnai, que je donn-	asse,	<i>I gave, that I might give.</i>
Je finis, que je finis-	se,	<i>I finished, that I might finish.</i>
Je reçus, que je reçus-	se,	<i>I received, that I might receive.</i>
Je rendis, que je rendis-	se,	<i>I rendered, that I might render.</i>

*Conjugation of the verb Chanter, to sing, from the present indicative, to the past anterior of that mode. First conjugation in ER in the infinitive.*

#### INDICATIVE MODE.

<i>Present.</i>				<i>Practice.</i>	
Je	} CHANT	e	<i>I sing.</i>	Vous,	ONS
Tu		es	<i>Thou singest.</i>	Il, elle,	ENT
Il, elle		e	<i>He, she sings.</i>	Nous,	E
Nous		ons	<i>We sing.</i>	Ils, elles	ES
Vous		ez	<i>You sing.</i>	Tu	EZ
Ils, elles		ent	<i>They sing.</i>	Je	E
<i>Imperfect.</i>					
Je	} CHANT	ais	<i>I</i>	Nous	AIT
Tu		ais	<i>Thou</i>	Tu	IONS
Il, elle		ait	<i>He, she</i>	Ils, elles	AIS
Nous		ions	<i>We</i>	Je	IEZ
Vous		iez	<i>You</i>	Vous	AIENT
Ils, elles		aient	<i>They</i>	Il, elle	AIEZ

*Past Definite.*

Je	} CHANT	ai	<i>I</i>	<i>sang.</i>	Ils, elles	AI
Tu		as	<i>Thou</i>	<i>sangest.</i>	Vous	A
Il, elle		a	<i>He, she</i>	<i>sang.</i>	Je	ÂMES
Nous		âmes	<i>We</i>	<i>sang.</i>	Il, elle	ÈRENT
Vous		âtes	<i>You</i>	<i>sang.</i>	Tu	ÂTES
Ils, elles		èrent	<i>They</i>	<i>sang.*</i>	Nous	AS

REMARK.—To render verbs interrogatively, place *Est-ce que?* *Do I?* before each person of verbs followed by an interrogative mark (?); or place the personal pronoun after the verb connected by a hyphen (-). When the first person of verbs ends with E mute, an acute accent is placed upon E—(É). *J'aime, aimé-je?*

ORAL PRACTICE.

1. Je chante.
2. Ils chantaient.
3. Je chantai.
4. Ils ont chanté.
5. J'eus chanté.
6. Ils avaient chanté.
7. Tu chantes.
8. Vous chantiez.
9. Tu chantas.
10. Vous avez chanté.
11. Tu eus chanté.
12. Vous aviez chanté.
13. Il chante.
14. Nous avons chanté.
15. Nous chantons.
16. Il eut chanté.
17. Nous avions chanté.
18. Vous chantez.
19. Nous chantions.
20. Il chanta.
21. Il a chanté.
22. Nous eûmes chanté.
23. Il avait chanté.
24. Ils chantèrent.
25. Vous eûtes chanté.
26. Tu avais chanté.
27. Ils chantent.
28. Je chantais.
29. Nous chantâmes.
30. Tu as chanté.
31. Ils eurent chanté.
32. J'avais chanté.
33. Tu chantais.
34. Vous chantâtes.
35. J'ai chanté.
36. Il chantait.

Render this exercise interrogatively, and in compound tenses place the pronoun after the auxiliary. Ex.: *Ils ont chanté—Ont-ils chanté?* Adding an Euphonic T to verbs ending with vowels.

WRITTEN PRACTICE.

Learners must indicate, on their copy, the syllabic division of each word.

1. I had been singing.
2. I used to sing.
3. They sing.
4. I sang.
5. They had sung.
6. I have sung.
7. You sing.
8. Thou used to sing.
9. Thou sangest.
10. You had sung.
11. We sing.
12. He used to sing.
13. You sang.
14. Thou hast sung.
15. We had sung.
16. You had been singing.
17. He sings.
18. We used to sing.
19. He sang.
20. We have sung.
21. He had

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\* Use the present, the imperfect and past definite of *avoir* to form the compound tenses.



sung. 22. They had been singing. 23. Thou singest. 24. You used to sing. 25. We sang. 26. He has sung. 27. Thou hadst sung. 28. We had been singing. 29. I sing. 30. They used to sing. 31. You have sung. 32. I had sung. 33. Thou hadst been singing. 34. They sang. 35. He has been singing. 36. They have sung.

*Continuation of Chanter, to sing, from the future indicative to the*

#### SUBJUNCTIVE MODE.

<i>Future.</i>				<i>Practice.</i>	
Je	CHANT	erai,	<i>I shall</i>	sing.	Tu, ERONS
Tu		eras,	<i>Thou wilt</i>		Nous, ERAS
Il, elle		era,	<i>He, she will</i>		Ils, elles, EREZ
Nous		erons,	<i>We shall</i>		Vous, ERA
Vous		erez,	<i>You will</i>		Il, elle, ERAI
Ils, elles		eront,	<i>They will</i>		Je, ERONT

REMARK.—The *E*, in *italic*, is part of present infinitive *aimer*, primitive tense of the future and conditional.

#### CONDITIONAL MODE.

<i>Present.</i>				<i>Practice.</i>	
Je	CHANT	erais,	<i>I should</i>	sing.	Tu, RIONS
Tu		erais,	<i>Thou wouldst</i>		Nous, RAIS
Il, elle		erait,	<i>He, she would</i>		Ils, elles, RIEZ
Nous		erions,	<i>We should</i>		Vous, RAIENT
Vous		eriez,	<i>You would</i>		Il, elle, RAIS
Ils, elles		eraient	<i>They would</i>		Je, RAIT

#### IMPERATIVE MODE.

CHANT	e,	<i>Sing (thou).</i>	Subjects understood	EZ
	ons,	<i>Let us sing.</i>		E
	ez,	<i>Sing (ye or you).</i>		ONS

#### ORAL PRACTICE.

1. Je chanterai. 2. Ils auront chanté. 3. Je chanterais. 4. Ils auraient chanté. 5. Chantez. 6. Tu chanteras. 7. Vous aurez chanté. 8. Tu chanterais. 9. Vous auriez chanté. 10. Chantons. 11. Il chantera. 12. Nous aurons chanté. 13. Il chanterait. 14. Nous aurions chanté. 15. Chante. 16. Nous chanterons. 17. Il aura chanté. 18. Nous chanterions. 19. Il aurait chanté. 20. Vous chanterez. 21. Tu auras chanté. 22. Vous chanteriez. 23. Tu aurais chanté. 24. J'aurais chanté. 25. Ils chanteront. 26. J'aurais chanté. 27. Ils chanteraient.



WRITTEN PRACTICE.

1. Sing (you). 2. I would sing. 3. They shall sing. 4. I will have sung. 5. Thou shouldst sing. 6. They would have sung. 7. He should sing. 8. Thou shalt sing. 9. You should have sung. 10. Let us sing. 11. You shall sing. 12. He will have sung. 13. We will sing. 14. We should sing. 15. We would have sung. 16. We shall have sung. 17. I would sing. 18. He will sing. 19. We shall have sung. 20. You will have sung. 21. They would have sung. 22. Thou wouldst have sung. 23. Thou shalt have sung. 24. They will have sung. 25. We would have sung. 26. Sing (thou). 27. I will sing.

After translating the last exercise, render it interrogatively, and indicate the syllabic division of words. Ex.: Je chan-te-rai-s, chan-te-rai-je?

*Conclusion of Chanter, to sing.*

SUBJUNCTIVE MODE.

*Present.*

To express necessity: Il faut que or qu'	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	CHANT	$\left\{ \begin{array}{l} \text{e} \\ \text{es,} \\ \text{e} \\ \text{ions} \\ \text{iez} \\ \text{ent} \end{array} \right\}$	$\left\{ \begin{array}{l} \text{I} \\ \text{Thou} \\ \text{He, she} \\ \text{We} \\ \text{You} \\ \text{They} \end{array} \right\}$	must sing.
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*Future.*

Il faudra que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	CHANT	$\left\{ \begin{array}{l} \text{e} \\ \text{es} \\ \text{e} \\ \text{ions} \\ \text{iez} \\ \text{ent} \end{array} \right\}$	<i>It will be necessary for</i>	$\left\{ \begin{array}{l} \text{Me} \\ \text{Thee} \\ \text{He, she} \\ \text{Us} \\ \text{You} \\ \text{Them} \end{array} \right\}$	to sing.
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*Imperfect.*

Il fallait, or il faudrait que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	CHANT	$\left\{ \begin{array}{l} \text{asse} \\ \text{asses} \\ \text{ât} \\ \text{assions} \\ \text{assiez} \\ \text{assent} \end{array} \right\}$	<i>It was necessary for, or I would have been, etc.</i>	$\left\{ \begin{array}{l} \text{Me} \\ \text{Thee} \\ \text{He, she} \\ \text{Us} \\ \text{You} \\ \text{Them} \end{array} \right\}$	to sing.
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With the subjunctive of avoir form the compound tenses of this mode.

*Past.*—Il faut que j'aie chanté, I must have sung.

*Pluperfect.*—Il fallait que j'eusse chanté, It was necessary for me to have sung.

## PRACTICE.

<i>Present.</i>		<i>Future.</i>		<i>Imperfect.</i>	
Il faut que.		Il faudra que.		Il fallait, il faudrait que.	
Vous	E	Il, elle	IONS	Ils, elles	ÂT
Il, elle	IONS	Vous	E	Je	ASSIEZ
Nous	ENT	Tu	IEZ	Nous	ASSENT
Tu	IEZ	Nous	ENT	Il, elle	ASSE
Ils, elles	E	Ils, elles	E	Vous	ASSES
Je	ES	Je	ES	Tu	ASSIONS

## INFINITIVE MODE.

<i>Present.</i>		<i>Past.</i>
Chanter,	<i>to sing.</i>	Avoir chanté, <i>to have sung.</i>

## PARTICIPLES.

<i>Present.</i>		<i>Past.</i>
Chantant,	<i>singing.</i>	Chanté-ée, <i>sung.</i>

*Compound.*Ayant chanté, *having sung.*

## PRACTICE.

CHANTÉ-ÉE.	AVOIR CHANTÉ.	AYANT CHANTÉ.
CHANTANT.	(Name each of these tenses.)	CHANTER.

## ORAL PRACTICE.

1. *Il faudra* que je chante.
2. *Il fallait* qu'ils chantassent.
3. *Il faut* que je chante.
4. *Il faut* qu'ils aient chanté.
5. *Il faudrait* que j'eusse chanté.
6. Chanter.
7. *Il faut* que tu chantes.
8. *Il faudra* qu'ils chantent.
9. *Il fallait* que vous chantassiez.
10. *Il faut* que vous ayez chanté.
11. *Il faudrait* que vous eussiez chanté.
12. Avoir chanté.
13. *Il faut* qu'il chante.
14. *Il faudra* que tu chantes.
15. *Il fallait* que nous chantassions.
16. *Il faut* que nous ayons chanté.
17. *Il faudrait* que nous eussions chanté.
18. Chantant.
19. *Il faut* que nous chantions.
20. *Il faudra* qu'il chante.
21. *Il fallait* qu'il chantât.
22. *Il faut* qu'il ait chanté.
23. *Il faudrait* qu'il eût chanté.
24. Chanté.
25. *Il faut* que vous chantiez.
26. *Il faudra* que nous chantions.
27. *Il fallait* que tu chantasses.
28. *Il faut* que tu aies chanté.
29. *Il faudrait* qu'ils eussent chanté.
30. Ayant chanté.
31. *Il faut* qu'ils chantent.
32. *Il faudra* que vous chantiez.
33. *Il fallait* que je chantasse.
34. *Il faut* que j'aie chanté.
35. *Il faudrait* que tu eusses chanté.
36. Chantée.

WRITTEN PRACTICE.

1. I must sing. 2. It will be necessary for them to sing. 3. It was necessary for them to sing. 4. They must have sung. 5. It would be necessary for them to have sung. 6. To sing. 7. Thou must sing. 8. It will be necessary for you to sing. 9. It was necessary for thee to sing. 10. You must have sung. 11. It would be necessary for you to have sung. 12. Singing. 13. He must sing. 14. It would be necessary for us to sing. 15. It was necessary for us to sing. 16. We must have sung. 17. It would be necessary for us to have sung. 18. To have sung. 19. We must sing. 20. It will be necessary for him to sing. 21. He must have sung. 22. It would be necessary for him to have sung. 23. Sung, *M*. 24. You must sing. 25. It would be necessary for you to sing. 26. You must have sung. 27. It would be necessary for thee to have sung. 28. Having sung. 29. They must sing. 30. It would be necessary for me to sing. 31. It would be necessary for them to sing. 32. I must have sung. 33. It would be necessary for me to have sung. 34. Sung, *F*. 35. It would be necessary for him to sing. 36. It will be necessary for him to sing.

*Conjugation of the verb Finir, to finish, second conjugation in IR, from the present indicative, to the past anterior of the same mode.*

INDICATIVE MODE.

<i>Present.</i>				<i>Practice.</i>	
Je	} FIN	is,	<i>I finish.</i>	Vous,	IS
Tu		is,	<i>Thou finishest.</i>	Il, elle,	ISSONS
Il, elle		it,	<i>He, she finishes.</i>	Je,	IT
Nous		issons,	<i>We finish.</i>	Nous,	ISSEZ
Vous		issez,	<i>You finish.</i>	Tu,	ISSENT
Ils, elles		issent,	<i>They finish.</i>	Ils, elles,	IS

What is the present indicative, a *primitive* or *derivative* tense?

<i>Imperfect.</i>				<i>Practice.</i>	
Je	} FIN	issais,	<i>I was</i>	Ils, elles,	ISSAIS
Tu		issais,	<i>Thou wast</i>	Tu,	ISSIONS
Il, elle		issait,	<i>He, she was</i>	Nous,	ISSAIS
Nous		issions,	<i>We were</i>	Je,	ISSIEZ
Vous		issiez,	<i>You were</i>	Il, elle,	ISSAIENT
Ils, elles		issaient,	<i>They were</i>	Vous,	ISSAIENT

What is the imperfect of the indicative?





34. They had finished. 35. You had finished, *P.* 36. You have finished.

Have this exercise made interrogatively under the two forms:

Est-ce que je finis? or Finis-je? with indication of the syllabic division of words, and reference to the primitive sounds.

Est-ce que je fi-nis? or fi-nis-je?

Est, fourth sound, open È.

Ce, second " E mute.

Nis, fifth sound, with artic. N.

Que, same " Q sounding like K. Fi, same " " " F.

Je, " " J soft articulation. Ni, " " " " N.

Fi, fifth " with articulation F. Je, second " " " J.

*Continuation of Finir, to finish, from the future indicative to the subjunctive mode.*

<i>Future.</i>			<i>Practice.</i>	
Je	FIN	irai <i>I will</i>	Tu	irONS
Tu		iras <i>Thou shalt</i>	Nous,	irAS
Il, elle		ira <i>He, she shall</i>	Il, elles	irEZ
Nous		irons <i>We will</i>	Vous,	irA
Vous		irez <i>You shall</i>	Il, elle,	irAI
Il, elles		iront <i>They shall</i>	Je	irONT

# CONDITIONAL MODE.

<i>Present.</i>				
Je	FIN	irais <i>I would</i>	Tu	irIONS
Tu		irais <i>Thou should</i>	Nous	irAIS
Il, elle		irait <i>He, she should</i>	Il, elles	irIEZ
Nous		irions <i>We would</i>	Vous	irAIENT
Vous		iriez <i>You should</i>	Il, elle	irAIS
Il, elles		iraient <i>They should</i>	Je	irAIT

REMARK.—The additional letters in *Italics* placed between the stem and the endings, or inflexions, are parts of the primitive tenses:

Primitive FINIR. Changing R into RAI is FINirAI, etc.

" AIMER. " R into RAI is AIMerAI, etc.

See the formation of tenses, page 60.

# IMPERATIVE MODE.

FIN	is,	<i>Finish</i> (thou).	Subjects understood	isSONS
	issons,	Let us finish.		issez
	issez,	Finish (you).		IS



## ORAL PRACTICE.

1. Je finirai. 2. J'aurai fini. 3. Ils finiront. 4. J'aurais fini.
5. Finis. 6. Tu auras fini. 7. Ils finiraient. 8. Tu aurais fini.
9. Vous finiriez. 10. Finissons. 11. Il aurait fini. 12. Vous finirez.
13. Il aura fini. 14. Nous finirons. 15. Finissez. 16. Nous aurions fini.
17. Nous finirons. 18. Nous aurons fini.
19. Tu finiras. 20. Vous auriez fini. 21. Il finirait. 22. Il finira.
23. Ils auraient fini. 24. Tu finirais. 25. Vous auriez fini. 26. Je finirais.
27. Ils auront fini.

## WRITTEN PRACTICE.

1. Let us finish. 2. I should have finished. 3. They would have finished.
4. I shall have finished. 5. They shall finish.
6. Finish (thou). 7. Thou wouldst finish. 8. You should finish.
9. Thou wilt finish. 10. We will finish. 11. Finish (you). 12. He would have finished.
13. We would finish. 14. He will finish. 15. He will have finished.
16. He should finish. 17. We should have finished.
18. You will finish. 19. We shall have finished. 20. Thou shouldst have finished.
21. You would have finished. 22. Thou wilt finish. 23. You will have finished.
24. I would finish. 25. He would have finished. 26. I shall finish.
27. They will have finished.

*Conclusion of the verb finir, to finish.*

## SUBJUNCTIVE MODE.

*Present.*

To express will or command:

Il veut or il ordonne que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	FIN	$\left\{ \begin{array}{l} \text{isse} \\ \text{isses} \\ \text{isse} \\ \text{issions} \\ \text{issiez} \\ \text{issent} \end{array} \right\}$	He wants.	$\left\{ \begin{array}{l} \text{Me} \\ \text{Thee} \\ \text{Him, her} \\ \text{Us} \\ \text{You} \\ \text{Them} \end{array} \right\}$	To finish.
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*Future.*

Il voudra or il ordonnera que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	FIN	$\left\{ \begin{array}{l} \text{isse} \\ \text{isses} \\ \text{isse} \\ \text{issions} \\ \text{issiez} \\ \text{issent} \end{array} \right\}$	He will want.	$\left\{ \begin{array}{l} \text{Me} \\ \text{Thee} \\ \text{Him, her} \\ \text{Us} \\ \text{You} \\ \text{Them} \end{array} \right\}$	To finish.
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*Imperfect.*

Il voulait <i>or</i> il ordonnerait que	Je	FIN	isse	He was want- ing or he would want.	Me	To finish.
	Tu		isses		Thee	
	Il, elle		ît		Him, her	
	Nous		issions		Us	
	Vous		issiez		You	
	Ils, elles		issent		Them	

Form the compound tenses of that mode as it is indicated in our preceding pages.

PRACTICE.

*Present.*

*Future.*

*Imperfect.*

Il veut, il ordonne que.		Il voudra, il ordonnera que.		Il voulait, il ordonnerait que.	
Vous,	isse	Il, elle,	issions	Ils, elles,	ît
Il, elle,	issions	Vous,	isse	Je,	issent
Nous	issent	Tu,	issiez	Nous,	isse
Tu,	issiez	Nous,	issent	Il, elle,	issions
Ils, elles,	isse	Ils, elles,	isse	Vous,	isses
Je,	isses	Je,	isses	Tu,	issiez

INFINITIVE MODE.

Finir,	<i>Present.</i>		<i>Past.</i>
	<i>to finish.</i>		<i>to have finished.</i>

PARTICIPLES.

Finissant,	<i>Present.</i>		<i>Past.</i>
	<i>finishing.</i>		<i>finished.</i>

*Compound.*

Ayant fini, *having finished.*

PRACTICE.

FINISSANT.	FINIR.	FINI-IE.
AVOIR FINI.	(Name each of these tenses.)	AYANT FINI.

ORAL PRACTICE.

1. *Il veut* que je finisse.
2. *Il voudra* qu'ils finissent.
3. *Il voulait* que je finisse.
4. *Il veut* que j'aie fini.
5. *Il voudrait* qu'ils eussent fini.
6. Ayant fini.
7. *Il veut* que tu finisses.
8. *Il voudra* que vous finissiez.
9. *Il voulait* que tu finisses.
10. *Il veut* que tu aies fini.
11. *Il voulait* que tu eusses fini.
12. Fini.
13. *Il veut* qu'il finisse.
14. *Il voudra* que nous finissions.
15. *Il voudrait* qu'il finît.
16. *Il veut* qu'il ait fini.
17. *Il voudrait* que vous eussiez fini.
18. Finie.
19. *Il veut* que nous finissions.
20. *Il voudra* qu'il finisse.
21. *Il voulait* que nous finissions.

22. *Il veut* que nous ayons fini. 23. *Il voudrait* que nous eussions fini. 24. Finissant. 25. *Il veut* que vous finissiez. 26. *Il voudra* que tu finisses. 27. *Il voudrait* que vous finissiez. 28. *Il veut* que vous ayez fini. 29. *Il voudrait* qu'il eût fini. 30. Avoir fini. 31. *Il veut* qu'ils finissent. 32. *Il voudra* que je finisse. 33. *Il voulait* qu'ils finissent. 34. *Il veut* qu'ils aient fini. 35. *Il voudrait* que j'eusse fini. 36. Finir.

## WRITTEN PRACTICE.

1. He wants me to finish. 2. He will want them to finish. 3. He was wanting me to finish. 4. He wants thee to finish. 5. He will want you to finish. 6. He was wanting thee to finish. 7. He wants him to finish. 8. He will want us to finish. 9. He was wanting him to finish. 10. He wants us to finish. 11. He will want him to finish. 12. He wants you to finish. 13. He was wanting you to finish. 14. He will want thee to finish. 15. He was wanting us to finish. 16. He wants them to finish. 17. He will want me to finish. 18. He was wanting them to finish. 19. He wants me to have finished. 20. Having finished. 21. He must have finished. 22. Finished, *M.* 23. He wants thee to have finished. 24. He would want you to have finished. 25. Finished, *F.* 26. He wants him to have finished. 27. He would want us to have finished. 28. Finishing. 29. He wants us to have finished. 30. He would want him to have finished. 31. To have finished. 32. He wants you to have finished. 33. He would want you to have finished. 34. To finish. 35. He wants them to have finished. 36. He would want me to have finished.

*Conjugation of the verb Recevoir, to receive, third conjugation in OIR, from the present indicative to the past anterior of that mode.*

## INDICATIVE MODE.

<i>Present.</i>				<i>Practice.*</i>	
Je	} REC	ois,	<i>I</i> receive.	Vous,	evONS
Tu,		ois,	<i>Thou</i> receivedst.	Il, elle,	OIVENT
Il, elle		oit,	<i>He, she</i> receives.	Nous,	OIS
Nous		evons,	<i>We</i> } receive.	Il, elles,	OIS
Vous		evéz,	<i>You</i> }	Tu,	evEZ
Ils, elles		oivent,	<i>They</i> }	Je,	OIT

\* With this verb, Ç requires a (b) before O and U. This remark applies to all the verbs ending in CER.

<i>Imperfect.</i>					
Je	} REÇU	{ evais, <i>I</i>	} <i>used to receive.</i>	Nous,	eVAIT
Tu		{ evais, <i>Thou</i>		Tu,	eVIONS
Il, elle		{ evait, <i>He, she</i>		Ils, elles,	eVAIS
Nous		{ evions, <i>We</i>		Je,	eVIEZ
Vous		{ eviez, <i>You</i>		Il, elle,	eVAIS
Ils, elles		{ evaient, <i>They</i>		Vous,	eVAIENT

<i>Past Definite.</i>					
Je	} REÇU	{ us, <i>I</i>	<i>received.</i>	Nous	US
Tu		{ us, <i>Thou</i>	<i>receivedst.</i>	Tu	UT
Il, elle		{ ut, <i>He, she</i>	<i>received.</i>	Ils, elles	ÛMES
Nous		{ ûmes, <i>We</i>	} <i>received.</i>	Je	URENT
Vous		{ ûtes, <i>You</i>		Il, elle	ÛTES
Ils, elles		{ urent, <i>They</i>		Vous	US

With the past participle REÇU, combined with the present, imperfect and past definite of the auxiliary AVOIR, form the compound tenses of this mode.

#### ORAL PRACTICE.

1. Ils reçoivent. 2. Je recevais. 3. Ils reçoivent. 4. Nous recevons. 5. Ils eurent reçu. 6. J'avais reçu. 7. Vous recevez. 8. Tu recevais. 9. Vous reçûtes. 10. Ils ont reçu. 11. Tu avais reçu. 12. J'eus reçu. 13. Nous reçûmes. 14. Il recevait. 15. Tu eus reçu. 16. Il avait reçu. 17. Il reçoit. 18. Nous recevions. 19. Je reçus. 20. Vous avez reçu. 21. Tu reçois. 22. Vous receviez. 23. Tu as reçu. 24. Nous avons reçu. 25. Il eut reçu. 26. Ils avaient reçu. 27. Je reçois. 28. Ils recevaient. 29. Il reçut. 30. Il a reçu. 31. Nous eûmes reçu. 32. Nous avions reçu. 33. Tu reçus. 34. Vous eûtes reçu. 35. J'ai reçu. 36. Vous aviez reçu. (see page 56).

#### WRITTEN PRACTICE.

1. Thou hast been receiving. 2. I was receiving. 3. They received. 4. I have received. 5. You receive. 6. I had received. 7. They had been receiving. 8. I had received. 9. Thou was receiving, *or* used to receive. 10. You received. 11. Thou hadst received. 12. You had been receiving. 13. You had received. 14. We receive. 15. He used to receive. 16. We received. 17. He has received. 18. They used to receive. 19. We had been receiving. 20. He receives. 21. We used to receive. 22. He received. 23. We have received. 24. He had



received. 25. We had received. 26. Thou receivest. 27. You used to receive. 28. I received *or* did receive. 29. You have received. 30. He had been receiving. 31. I receive. 32. Thou hadst received. 33. They have received. 34. Thou receivedst, *or* did receive. 35. They receive. 36. They had received.

After translation into French, turn the same exercise interrogatively: *As-tu reçu? Recevais-je?* With indication of each syllable and reference to the *primitive* sounds.

*Continuation of Recevoir, to receive, from the future indicative to the subjunctive mode.*

<i>Future.</i>				<i>Practice.</i>	
Je	} REC	{ <i>evrai,</i>	<i>I will</i>	Tu	<i>evRONS</i>
Tu		{ <i>evras,</i>	<i>Thou shalt</i>	Nous	<i>evRAS</i>
Il, elle		{ <i>evra,</i>	<i>He, she shall</i>	Ils, elles	<i>evREZ</i>
Nous		{ <i>evrons,</i>	<i>We will</i>	Vous	<i>evRA</i>
Vous		{ <i>evrez,</i>	<i>You shall</i>	Il, elle	<i>evRAI</i>
Ils, elles		{ <i>evront,</i>	<i>They shall</i>	Je	<i>evRONT</i>

#### CONDITIONAL MODE.

<i>Present.</i>					
Je	} REC	{ <i>evrais,</i>	<i>I would</i>	Tu	<i>evRIONS</i>
Tu		{ <i>evrais,</i>	<i>Thou shouldst</i>	Nous	<i>evRAIS</i>
Il, elle		{ <i>evrait,</i>	<i>He, she should</i>	Ils, elles	<i>evRIEZ</i>
Nous		{ <i>evrions,</i>	<i>We would</i>	Vous	<i>evRAIENT</i>
Vous		{ <i>evriez,</i>	<i>You should</i>	Il, elle	<i>evRAIS</i>
Ils, elles		{ <i>evraient,</i>	<i>They should</i>	Je	<i>evRAIT</i>

With the past participle *reçu*, combined with the future and present conditional of *AVOIR*, form the future anterior and past conditional of this verb: *J'aurai or, J'aurais reçu*, etc.

#### IMPERATIVE MODE.

REC {	<i>ois,</i>	<i>Receive (thou).</i>	Subjects understood {	<i>evEZ.</i>
	<i>evons,</i>	<i>Let us receive.</i>		<i>ois</i>
	<i>evéz,</i>	<i>Receive (you).</i>		<i>evONS</i>

#### ORAL PRACTICE.

1. Ils recevront. 2. J'aurai reçu. 3. Je recevrai. 4. Ils auraient reçu. 5. Recevez. 6. Vous auriez reçu. 7. Tu recevrais. 8. Tu auras reçu. 9. Vous recevrez. 10. Il aura reçu. 11. Il recevrait. 12. Nous aurions reçu. 13. Recevons. 14. Il aurait reçu. 15. Nous recevriions. 16. Nous aurons reçu. 17. Nous recevrons. 18. Vous aurez reçu. 19. Vous recevriez. 20. Tu



aurais reçu. 21. Reçois. 22. J'aurais reçu. 23. Ils recevraient. 24. Ils auront reçu. 25. Il recevra. 26. Je recevrais. 27. Tu recevras.

WRITTEN PRACTICE.

1. Receive (you). 2. They would have received. 3. I should have received. 4. They will have received. 5. They will receive. 6. Thou wouldst receive. 7. You would have received. 8. Let us receive. 9. You will receive. 10. I shall receive. 11. Thou wilt receive. 12. He would receive. 13. We should have received. 14. Receive (thou). 15. We shall have received. 16. He will have received. 17. We should receive. 18. He would have received. 19. He will receive. 20. You will have received. 21. Thou wouldst receive. 22. You would receive. 23. I shall receive. 24. We shall have received. 25. They would receive. 26. You should have received. 27. You will receive.

After translation of this exercise into French, make it interrogative; using *Est-ce que?* with some propositions, and placing the pronoun after the verb with others. Subjects being understood in the imperative, that mode is not susceptible of interrogation.

*Conclusion of the verb Recevoir, to receive.*

SUBJUNCTIVE MODE.

*Present.*

To express wish or desire:

Il désire que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	REC <sub>s</sub>	$\left\{ \begin{array}{l} \text{oive,} \\ \text{oives,} \\ \text{oive,} \\ \text{evions,} \\ \text{eviez,} \\ \text{oivent,} \end{array} \right\}$	He wishes or desires	$\left\{ \begin{array}{l} \text{me} \\ \text{thee} \\ \text{him, her} \\ \text{us} \\ \text{you} \\ \text{them} \end{array} \right\}$	to receive.
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*Future.*

Il désirera que	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	REC <sub>s</sub>	$\left\{ \begin{array}{l} \text{oive,} \\ \text{oives,} \\ \text{oive,} \\ \text{evions,} \\ \text{eviez,} \\ \text{oivent,} \end{array} \right\}$	He will wish or desire	$\left\{ \begin{array}{l} \text{me} \\ \text{thee} \\ \text{him, her} \\ \text{us} \\ \text{you} \\ \text{them} \end{array} \right\}$	to receive.
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*Imperfect.*

Il désirait or désirerait que*	$\left\{ \begin{array}{l} \text{Je} \\ \text{Tu} \\ \text{Il, elle} \\ \text{Nous} \\ \text{Vous} \\ \text{Ils, elles} \end{array} \right\}$	REÇU	$\left\{ \begin{array}{l} \text{usse,} \\ \text{usses,} \\ \text{ût,} \\ \text{ussions,} \\ \text{ussiez,} \\ \text{ussent,} \end{array} \right\}$	He wished or would desire	$\left\{ \begin{array}{l} \text{me} \\ \text{thee} \\ \text{him, her} \\ \text{us} \\ \text{you} \\ \text{them} \end{array} \right\}$	to receive.
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With the present and imperfect of the subjunctive of *avoir*, and the participle REÇU, form the compound tenses of this mode: Il désire que *J'aie reçu*; Il désirait que *J'eusse reçu*.

## PRACTICE.

<i>Present.</i>		<i>Future. ✕</i>		<i>Imperfect.</i>	
Il désire que.		Il désirera que.		Il désirait or désirerait que.	
Vous,	oivE	Il, elle,	evIONS	Ils, elles,	ûT
Il, elle,	evIONS	Vous,	oivE	Je,	ussENT
Nous,	oIVENT	Tu,	evIEZ	Nous,	usse
Tu,	evIEZ	Nous,	oIVENT	Il, elle,	ussions
Ils, elles,	oivE	Ils, elles,	oivE	Vous,	usses
Je,	oivES	Je,	oivES	Tu,	ussIEZ

## INFINITIVE MODE.

Recevoir,	<i>Present.</i> to receive.		Avoir reçu,	<i>Past.</i> to have received.
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## PARTICIPLES.

Recevant,	<i>Present.</i> receiving.		Reçu-ue,	<i>Past.</i> received.
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*Compound.*

Ayant reçu, *having received.*

## PRACTICE.

RECEVANT.	RECEVOIR.	AYANT REÇU.
AVOIR REÇU.	(Name each of these tenses.)	REÇU-UE.

In the practice, of infinitives, learners have only to designate each tense by means of their peculiar inflections.

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\* Any past tenses of the indicative mode, will require the use of the *imperfect* or *pluperfect* of the subjunctive.

ORAL PRACTICE.

1. *Il désire* que je reçoive. 2. *Il désirera* que je reçoive. 3. *Il désirait* qu'ils reçussent. 4. *Il désire* que j'aie reçu. 5. *Il désirerait* qu'ils reçussent. 6. Recevoir. 7. *Il désire* que tu reçoives. 8. *Il désirera* qu'il reçoive. 9. *Il désirait* que vous reçussiez. 10. *Il désire* que tu aies reçu. 11. *Il désirait* que vous eussiez reçu. 12. Avoir reçu. 13. *Il désire* qu'il reçoive. 14. *Il désirera* que tu reçoives. 15. *Il désirerait* que nous reçussions. 16. *Il désire* qu'il ait reçu. 17. *Il désirerait* que nous eussions reçu. 18. Recevant. 19. *Il désire* que nous recevions. 20. *Il désirerait* qu'il reçût. 21. *Il désirera* que vous receviez. 22. *Il désire* que nous ayons reçu. 23. *Il désirerait* qu'il ait reçu. 24. Reçu. 25. *Il désire* que vous receviez. 26. *Il désirera* que nous recevions. 27. *Il désirait* que tu reçusses. 28. *Il désire* que vous ayez reçu. 29. *Il désirerait* que tu eusses reçu. 30. Ayant reçu. 31. *Il désire* qu'ils reçoivent. 32. *Il désirera* qu'ils reçoivent. 33. *Il désirait* que je reçusse. 34. *Il désirera* qu'ils aient reçu. 35. Reçue. 36. *Il désirerait* que j'eusse reçu.

WRITTEN PRACTICE.

1. He wishes me to receive. 2. He will wish them to receive. 3. He wishes me to have received. 4. He would wish them to have received. 5. He wishes thee to receive. 6. He will wish you to receive. 7. He wishes thee to have received. 8. He would wish you to have received. 9. He was wishing me to have received. 10. To receive. 11. He wishes him to receive. 12. He will wish us to receive. 13. He wishes him to have received. 14. He would wish us to have received. 15. He was wishing thee to receive. 16. To have received. 17. He wishes us to receive. 18. He will wish him to receive. 19. He wishes us to have received. 20. He would wish him to have received. 21. He was wishing him to receive. 22. Receiving. 23. He wishes you to receive. 24. He will wish thee to receive. 25. He wishes you to have received. 26. He would wish thee to have received. 27. He was wishing us to have received. 28. Received, *M*. 29. He wishes them to receive. 30. He was wishing me to receive. 31. He wishes them to have received. 32. He would wish me to have received. 33. Received, *F*. 34. He was wishing you to receive. 35. Having received. 36. He was wishing them to receive.

Whether conjugated with, or without negations, verbs express AFFIRMATIONS or ASSERTIONS, unless employed under the INTERROGATIVE form. (See page 49). From this principle it follows that ASSERTIONS or AFFIRMATIONS are of two sorts: POSITIVE or NEGATIVE.

In the first instance verbs AFFIRM that an action IS, HAS BEEN, or WILL BE; in the second that the same action IS NOT, HAS NOT BEEN, or WILL NOT BE.

It is, therefore, indispensable to the exact comprehension of the nature of verbs and their functions in speech, that this distinction between POSITIVE or NEGATIVE ASSERTIONS or AFFIRMATIONS be thoroughly understood by learners, lest they might suppose that combined with NEGATIONS verbs express no ASSERTION or AFFIRMATION.

Accordingly, to mark absence of ACTION use NE, PAS, (*not* in English), before infinitives; and in other modes place verbs between these two negations in French:

Ne pas manger, nous ne mangeons pas; *not to eat, we do not eat.*

REMARK.—In this example there is AFFIRMATION, and the meaning is NEGATIVE: the verb manger, *to eat*, being combined with the negations NE, PAS, *not*. On the contrary, in the expressions:

Nier, manger, nous mangeons; *to deny, to eat, we eat.*

The AFFIRMATION is the same and the meaning is POSITIVE, because the verbs *nier, manger*, are employed without negations.

E, in *ne*, is dropped before verbs beginning with a vowel or H mute.

In compound tenses, *ne*, (*not*) is placed before the auxiliary; *pas*, (*not*) after it.

Vous n'avez pas reçu le pain,      *You have not received the bread.*  
Ils n'ont pas pris d'argent,      *They have not taken any money.*

The second negative *pas* is dropped when NE is followed by one of the following expressions:

Ni,	<i>Neither.</i>	Guère,	<i>not much,</i>
Rien, plus que,	<i>Nothing, only, but.</i>	Nullement,	
Personne,	<i>Nobody.</i>	Aucunement,	
Aucun,	<i>None,</i>	Pas-du-tout,	} <i>not at all,</i>
Jamais,	<i>Never,</i>	En aucune manière,	

Apply these principles to the preceding exercises, and turn them into negative propositions: Il désire que je ne reçoive pas,



*Conjugation of the verb Vendre, to sell, fourth conjugation in RE, from the present indicative to the past anterior.*

INDICATIVE MODE.

<i>Present.</i>				<i>Practice.</i>		
Je	} VEND	s,	<i>I</i> sell.	Vous,	ONS	
Tu		s,	<i>Thou</i> sellest.	Il, elle,	*	
Il, elle		*	<i>He, she</i> sells.	Nous,	S	
Nous		ons,	<i>We</i> }	Ils, elles,	EZ	
Vous		ez,	<i>You</i> } sell.	Tu,	ENT	
Ils, elles		ent,	<i>They</i> }	Je,	S	
<i>Imperfect.</i>						
Je	} VEND	ais,	<i>I</i>	} <i>used to sell.</i>	Nous,	AIT
Tu		ais,	<i>Thou</i>		Tu,	IONS
Il, elle		ait,	<i>He, she</i>		Ils, elles,	AIS
Nous		ions,	<i>We</i>		Je,	IEZ
Vous		iez,	<i>You</i>		Vous,	AIENT
Ils, elles		aient,	<i>They.</i>		Il, elle,	AIS
<i>Past Definite.</i>						
Je	} VEND	is,	<i>I</i> did	} <i>sell.</i>	Nous,	IS
Tu		is,	<i>Thou</i> didst		Tu,	IT
Il, elle		it,	<i>He, she</i> }		Ils, elles,	ÎMES
Nous		îmes,	<i>We</i> }		Je,	IRENT
Vous		îtes,	<i>You</i> } did		Il, elle,	ÎTES
Ils, elles		irent,	<i>They</i> }		Vous,	IS

Form the compound tenses with the past participle VENDU, and the required tenses of the auxiliary avoir, *to have*.

ORAL PRACTICE.

1. Je vends. 2. Ils vendaient. 3. Ils vendirent. 4. J'ai vendu. 5. J'eus vendu. 6. Ils avaient vendu. 7. Tu vends. 8. Tu vendais. 9. Vous vendîtes. 10. Tu as vendu. 11. Tu eus vendu. 12. Vous avez vendu. 13. Il vend. 14. Il vendait. 15. Nous vendîmes. 16. Il a vendu. 17. Il eut vendu. 18. Nous avons vendu. 19. Nous vendons. 20. Il vendit. 21. Nous avons vendu. 22. Nous eûmes vendu. 23. J'avais vendu. 24. Nous vendions. 25. Vous vendiez. 26. Tu vendis. 27. Vous aviez vendu. 28. Tu avais vendu. 29. Vous vendez. 30. Ils

\* Verbs ending in DRE, or OUDRE, have no inflexion in the third person singular of that tense. Those ending in INDRE, as peindre, teindre; *to paint, to dye*, have a T in that third person: Il peint, il teint.



vendent. 31. Je vendis. 32. Ils ont vendu. 33. Ils eurent  
vendu. 34. Il avait vendu. 35. Ils vendirent. 36. Je vendais.

## WRITTEN PRACTICE.

1. Sell. 2. Thou used to sell. 3. I did sell. 4. They have sold.  
5. I had sold. 6. They had been selling. 7. Thou sellest. 8.  
Thou didst sell. 9. You had sold. 10. Thou hadst sold. 11.  
You had been selling. 12. You used to sell. 13. He *or* she sells.  
14. We used to sell. 15. He did sell. 16. We have sold. 17.  
He *or* she has sold. 18. They used to sell. 19. We sell. 20. He  
*or* she used to sell. 21. We did sell. 22. He *or* she has sold.  
23. We had sold. 24. He had been selling. 25. You sell. 26.  
Thou used to sell. 27. You did sell. 28. Thou hast sold. 29.  
You had sold. 30. Thou hadst been selling. 31. They sell. 32.  
I used to sell. 33. They did sell. 34. He *or* she has sold. 35.  
They had sold. 36. I had been selling.

REMARKS.—1. To render verbs interrogatively with a negative meaning, place the negative *ne* before the verb, and the pronoun subject after the verb, *pas* coming the last in simple tenses:

*N'ai-je pas, n'as-tu pas? Have I not, hadst thou not?*

In compound tenses use the same construction, and place the past participle the last:

*N'ai-je pas eu, n'as-tu pas eu? Have I not, hadst thou not?*

2. Should another negative word be connected with *ne*, employ that word and drop *pas*:

*Je n'ai rien, tu n'as jamais fini; I have nothing, thou hast never done.*

Apply these principles to our preceding exercise in the affirmative POSITIVE form.

*Continuation of the verb Vendre, to sell, from the past anterior, to the subjunctive mode.*

Future.				Practice.	
Je	} VEND	rai	<i>I will</i>	Tu	RONs
Tu		ras	<i>Thou shalt</i>	Nous,	RAS
Il, elle		ra	<i>He, she shall</i>	Ils, elles	REZ
Nous		rons	<i>We will</i>	Vous,	RA
Vous		rez	<i>You shall</i>	Il, elle,	RAI
Ils, elles		ront	<i>They shall</i>	Je	RONT

CONDITIONAL MODE.

*Present.*

Je	} VEND	rais	<i>I</i>	<i>would</i>	} sell.	Tu	RIONS
Tu		rais	<i>Thou</i>	<i>shouldst</i>		Nous	RAIS
Il, elle		rait	<i>He, she</i>	<i>should</i>		Il, elles	RIEZ
Nous		rions	<i>We</i>	<i>would</i>		Vous	RAIENT
Vous		riez	<i>You</i>	<i>should</i>		Il, elle	RAIS
Il, elles		raient	<i>They</i>	<i>should</i>		Je	RAIT

REMARK.—This verb has no additional letters between its *stem* and its *endings*.—Form the compound tenses with the past participle *vendu*, and the required tenses of AVOIR, *to have*.

IMPERATIVE MODE.

VEND	s,	<i>Sell</i> (thou).	Subjects understood	EZ
	ons,	<i>Let us sell.</i>		S
	ez,	<i>Sell</i> (you).		ONS

ORAL PRACTICE.

1. Je vendrai. 2. Ils vendraient. 3. Tu vendras. 4. Vous vendrez. 5. Il vendra. 6. Nous vendrions. 7. Nous vendrons. 8. Il vendrait. 9. Vous vendriez. 10. Tu vendrais. 11. Ils vendront. 12. Je vendrais. 13. J'aurai vendu. 14. Ils auraient vendu. 15. Tu auras vendu. 16. Vends. 17. Vous auriez vendu. 18. Il aura vendu. 19. Nous aurions vendu. 20. Vendons. 21. Nous aurons vendu. 22. Il aurait vendu. 23. Vous aurez vendu. 24. Vendez. 25. Tu aurais vendu. 26. Ils auront vendu. 27. J'aurais vendu.

Turn orally this exercise and express: 1. A negative ASSERTION. 2. Use the verb INTERROGATIVELY. 3. Express NEGATIVELY an interrogation: *Je ne vendrai pas. Vendrai-je? Ne vendrai-je pas?*

WRITTEN PRACTICE.

1. Sell (ye or you). 2. You would have sold. 3. Thou wilt have sold. 4. He will have sold. 5. They would have sold. 6. We should have sold. 7. I will have sold. 8. Let us sell. 9. I would have sold. 10. We will have sold. 11. They will sell. 12. He would have sold. 13. Thou wouldst sell. 14. You shall have sold. 15. You will sell. 16. Sell (thou). 17. He would sell. 18. Thou shouldst have sold. 19. We will sell. 20. They will have sold. 21. We would sell. 22. I would sell. 23. He

will sell. 24. I will sell. 25. You would sell. 26. They would sell. 27. Thou shalt sell.

To obtain a ready practice of verbs under any form, turn these exercises interrogatively, and *asserting* negatively in adding NE PAS.

*Conclusion of the verb Vendre, to sell.*

#### SUBJUNCTIVE MODE.

##### *Present.*

To express apprehension, or fear, with this mode the French use NE idiomatically, viz: without negative meaning.

J'appré- henderai, or Je crains que	Je	ne VEND	e	I apprehend or fear that	I	sell.
	Tu		es,		Thou	sellest.
	Il, elle		e		He, she	sells.
	Nous		ions		We	} sell.
	Vous		iez		You	
	Ils, elles		ent		They	

##### *Future.*

J'appré- henderai, or Je craindrai que	Je	ne VEND	e	I will appre- hend, or fear that	I	sell.
	Tu		es		Thou	sellest.
	Il, elle		e		He, she	sells.
	Nous		ions		We	} sell.
	Vous		iez		You	
	Ils, elles		ent		They	

##### *Imperfect.*

J'appré- hendais or Je craindrais que	Je	ne VEND	isse	I was fearing etc., that	I	had	} sold.
	Tu		isses		Thou	hast	
	Il, elle		ît		He, she	had	
	Nous		issions		We	had	
	Vous		issiez		You	had	
	Ils, elles		issent		They	had	

Form the compound tenses with the participle *vendu*: Il craint que je n'aie *vendu*. Je craignais que tu n'eusses *vendu*, etc.

#### PRACTICE.

<i>Present.</i>		<i>Future.</i>		<i>Imperfect.</i>	
Il craint que etc.		Vous appréhendez, etc.		Il appréhendait que, etc.	
Vous	E	Il, elle	IONS	Ils, elles	ÎT
Il, elle	IONS	Vous	E	Je	issent
Nous	ENT	Tu	IEZ	Nous	isse
Tu	IEZ	Nous	ENT	Il, elle	issions
Ils, elles	E	Ils, elles	E	Vous	isses
Je	ES	Je	ES	Tu	issiez

INFINITIVE MODE.

<i>Present.</i>		<i>Past.</i>
Vendre, to sell.		Avoir vendu, to have sold.

PARTICIPLES.

<i>Present.</i>		<i>Past.</i>
Vendant, selling.		Vendu-ue, sold.

*Compound.*

Ayant vendu, having sold.

PRACTICE.

AVOIR VENDU.	VENDU-UE.	VENDRE.
VENDANT.	(Name each of these tenses.)	AYANT VENDU.

ORAL PRACTICE.

1. *Il craint* que je ne vende. 2. *Il craindra* qu'ils ne vendent.
3. *Il craint* que je n'aie vendu. 4. *Il craindrait* que je n'eusse vendu.
5. *Nous craignons* que tu ne vendes. 6. *Je craindrai* que vous ne vendiez.
7. *Nous craignons* que tu n'aies vendu. 8. *Il craindrait* que vous n'eussiez vendu.
9. *Vous craigniez* que je ne vendisse. 10. Vendre. 11. *Il craignait* qu'ils ne vendissent.
12. Avoir vendu. 13. *Vous craignez* que je ne vende. 14. *Il craindra* que nous ne vendions.
15. *Je crains* qu'il n'ait vendu. 16. *Vous craigniez* que nous n'eussions vendu.
17. *Nous craignons* que tu ne vendisses. 18. Vendant. 19. *Je craignais* que vous ne vendissiez.
20. Vendu. 21. *Il craint* que nous ne vendions. 22. *Il craindra* qu'il ne vende.
23. *Je crains* que nous n'ayons vendu. 24. *Il craindrait* qu'il n'eût vendu.
25. *Je crains* que vous ne vendiez. 26. *Il craindra* que tu ne vendes.
27. *Nous craignons* que vous n'ayez vendu. 28. *Il craindrait* que tu n'eusses vendu.
29. *Vous craigniez* que nous ne vendissions. 30. Vendue. 31. *Je craignais* qu'il ne vendît.
32. *Nous craignons* qu'ils ne vendent. 33. *Il craindra* que je ne vende.
34. *Je crains* qu'ils n'aient vendu. 35. *Il craindrait* que je n'eusse vendu.
36. Ayant vendu.

WRITTEN PRACTICE.

1. He fears that I sell. 2. She will fear that they sell. 3. He was fearing that I had sold.
4. You fear that I have sold. 5. We would fear that they had sold.
6. To sell. 7. I fear that thou sellest. 8. He will fear that you sell.
9. He was fearing



that you had sold. 10. We will fear that thou hast sold. 11. I would fear that you had sold. 12. To have sold. 13. You fear that he will sell. 14. She fears that we will sell. 15. He was fearing that he had sold. 16. We fear that he has sold. 17. He would fear that we had sold. 18. Selling. 19. You fear that we will sell. 20. He fears that thou wilt sell. 21. He was fearing that we had sold. 22. You fear that we have sold. 23. He would fear that thou hadst sold. 24. Sold, *M.* 25. We fear that you sell. 26. He would fear that thou hast sold. 27. He was fearing that you had sold. 28. I fear that they have sold. 29. You would fear that I had sold. 30. Sold, *F.* 31. He fears that they sell. 32. They will fear that I sell. 33. He was fearing that they had sold. 34. You fear that I will sell. 35. We were fearing that he had sold. 36. Having sold.

REMARKS.—1. To render negatively the assertions of the preceding exercise, add *pas* after the verb, or any other negative word:

Il craint que je ne vende *pas*,                      *He fears that I will not sell.*  
 Nous craignons qu'il ne vende *rien*,              *We fear that he will sell nothing.*

2. The subjunctive mode rejecting the interrogative forms, to render the preceding sentences interrogatively, use the interrogative *forms* with the first verb.

*Est-ce qu'il craint que je ne vende?*              *Does he fear that I sell?*  
*Craint-elle que je ne vende?*                      *Does she fear that I sell?*

#### REMARKS ON VERBS OF THE FOUR CONJUGATIONS.

*To be given to learners to conjugate on the model verb of the first conjugation in ER.*

Aimer,	<i>To love.</i>	Marcher,	<i>To walk.</i>
Danser,	<i>To dance.</i>	Chercher,	<i>To seek.</i>
Donner,	<i>To give.</i>	Former,	<i>To form.</i>
Demander,	<i>To ask.</i>	Flatter,	<i>To flatter.</i>
Sauter,	<i>To jump.</i>	Dédaigner,	<i>To disdain.</i>
Frapper,	<i>To strike.</i>	Trainer,	<i>To drag.</i>
Porter,	<i>To carry.</i>	Autoriser,	<i>To authorize.</i>
Parler,	<i>To speak.</i>	Aborder,	<i>To meet.</i>

1. In verbs ending in *CER*, *C* has a cedilla under it, when coming before *A* or *O*.

Je menaçais, nous plaçons,                      *I threatened, we place.*



In this manner are conjugated the following verbs:

Avancer,	<i>To advance.</i>	Menacer,	<i>To threaten.</i>
Amorcer,	<i>To prime.</i>	Percer,	<i>To perforate.</i>
Balancer,	<i>To balance.</i>	Pincer,	<i>To pinch.</i>
Divorcer,	<i>To divorce.</i>	Prononcer,	<i>To pronounce.</i>
Ensemencer,	<i>To sow</i>	Renoncer,	<i>To renounce.</i>
Enfoncer,	<i>To break up.</i>	Remplacer,	<i>To replace.</i>
Germer,	<i>To chap.</i>	Renforcer,	<i>To strengthen.</i>
Glacer,	<i>To freeze.</i>	Sucer,	<i>To suck.</i>
Influencer,	<i>To influence.</i>	Tracer,	<i>To trace.</i>

2. Verbs ending in GER, add E after G when that letter precedes A or O.

Je mangeais, nous mangeons, *I was eating, we eat.*

Thus are conjugated:

Affliger,	<i>To afflict.</i>	Juger,	<i>To judge.</i>
Alléger,	<i>To alleviate.</i>	Manger,	<i>To eat.</i>
Allonger,	<i>To lengthen.</i>	Ménager,	<i>To spare.</i>
Arranger,	<i>To fix.</i>	Nager,	<i>To swim.</i>
Changer,	<i>To change.</i>	Partager,	<i>To divide.</i>
Charger,	<i>To load.</i>	Plonger,	<i>To plunge or sink.</i>
Corriger,	<i>To correct.</i>	Protéger,	<i>To protect.</i>
Dédomager,	<i>To indemnify.</i>	Ranger,	<i>To arrange.</i>
Héberger,	<i>To entertain.</i>	Saccager,	<i>To destroy.</i>
Interroger,	<i>To interrogate.</i>	Venger,	<i>To revenge.</i>

Proroger, *To prorogue, or to postpone.*

3. Verbs in ER having the final syllable of the present infinitive preceded by a closed Ê, such as *considérer, régler*, etc., before mute syllables change the closed Ê into open È.

Je considère, qu'il considère, *I consider, let him consider.*  
Je règle, Je réglerai, que je règle, *I rule, I will rule, let me rule.*

Thus are conjugated the following verbs:

Accélérer,	<i>To accelerate.</i>	Excéder,	<i>To exceed.</i>
Céder,	<i>To give up.</i>	Libérer,	<i>To liberate.</i>
Célébrer,	<i>To celebrate.</i>	Modérer,	<i>To moderate.</i>
Décéder,	<i>To die.</i>	Persévérer,	<i>To persevere.</i>
Dérégler,	<i>To unsettle.</i>	Préférer,	<i>To prefer.</i>
Digérer,	<i>To digest.</i>	Régner,	<i>To reign.</i>
Espérer,	<i>To hope.</i>	Tolérer,	<i>To tolerate.</i>

Opérer, *To work or operate.*

4. Verbs ending in ÉGER such as *protéger*, *abréger*, are exceptions; they retain always the acute (') on E preceding G:

J' abrège, tu protégeras,      *I abbreviate, thou wilt protect.*

5. Verbs in ER, having the final syllable of the present infinitive preceded by E mute, such as *lever*, *mener*, change E mute into open È before silent or mute syllables:

Lever: Je lève, Je lèverai,      *To raise: I raise, I will raise.*

Semer: Tu sèmes, sème,      *To sow: Thou sowest, sow.*

6. Verbs ending in ELER, ETÉR, such as *appeler*, *to call*; *jeter*, *to throw*, double the consonant L or T before E mute:

J'appelle, j'appellerai, appelle,      *I call, I will call, call.*

Je jette, je jetterai, qu'il jette,      *I throw, I will throw, let him throw.*

In all the other cases spell them with a single L or T:

Nous appelons, vous appelez.      *We call, you call.*

Il jeta, ils jetèrent,      *He threw, they threw.*

Thus are conjugated:

Acheter,	<i>To buy.</i>	Rejeter,	<i>To reject.</i>
Becqueter,	<i>To pick.</i>	Souffeter,	<i>To slap.</i>
Cacheter,	<i>To seal.</i>	Amonceler,	<i>To heap.</i>
Caqueter,	<i>To prattle.</i>	Appeler,	<i>To call.</i>
Crocheter,	<i>To hook.</i>	Épeler,	<i>To spell.</i>
Décacheter,	<i>To unseal.</i>	Etinceler,	<i>To shine.</i>
Jeter,	<i>To throw.</i>	Geler,	<i>To freeze.</i>
Projeter,	<i>To project.</i>		

REMARK.—The doubling of the consonants L, T, never takes place in the verbs: *réceler*, *révéler*, *décréter*, *empiéter*, *interpréter*, *inquiéter*, *répéter*, *végéter*; these verbs ending in the present infinitive with ÉLER, ÉTER, not with ELER, ETÉR.

7. Verbs ending in YER—payer, *to pay*; balayer, *to sweep*; change Y into I before E mute:

Je paie, Je n'étoie, Il balaie,      *I pay, I clean, he sweeps.*

8. Verbs ending in IER—crier, *to cry*; prier, *to pray*; double the I in the first and second persons plural of the imperfect indicative. The same persons in the present subjunctive are governed by this rule:



2. Verbs of this conjugation ending in **ENIR**, such as **VENIR**, have their past definite ending in **INS**. The regular inflexions for this conjugation are: **IS, IS, IT, ÎMES, ÎTE, IRENT**.

To be given to learners to conjugate on the model verb:

Agir,	<i>To act.</i>	Pourrir,	<i>To rot.</i>
Bénir,	<i>To bless.</i>	Souffrir,	<i>To suffer.</i>
Bannir,	<i>To banish.</i>	Guérir,	<i>To cure.</i>
Gémir,	<i>To grieve.</i>	Nantir,	<i>To secure.</i>
Flétrir,	<i>To fade.</i>	Jouir,	<i>To enjoy.</i>
Pétrir,	<i>To mix bread.</i>	Applaudir,	<i>To applaud.</i>

Remarks on verbs of third conjugation ending in **OIR**.

1. Among verbs of this conjugation, only those ending in **EVOIR**, are conjugated on *recevoir*. All the others ending in **OIR**, such as *voir, mouvoir, savoir*; *to see, to move, to know*, etc., conjugate irregularly, as it is indicated at page 61.

2. *Pouvoir, valoir, mouvoir, to be able, to be worth, to move*, etc., require **X** instead of **S**. in the first and second person singular of the present indicative:

Je peux, Je vau <i>x</i> , Je veu <i>x</i> ,	<i>I can, I am worth, I am willing.</i>
Tu peux, tu vau <i>x</i> , tu veu <i>x</i> ,	<i>Thou canst, thou art worth, thou art willing.</i>

3. Whenever the consonant **C** articulates with the vowels **O, U**, in the verb *recevoir*, or any of its compounds, a cedilla (*ç*) must be used to soften its sound:

Reçu, reço <i>is</i> ,	<i>Received, receive.</i>
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The endings of the regular verbs of this conjugation, in the past definite, are:

Singular.—US, US, UT.	Plural.— <b>ÛMES, ÛTES, URENT.</b>
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To conjugate on the model verb:

Concevoir,	<i>To understand.</i>	} <i>See irregular verbs of the 3d conj., page 102.</i>
Apercevoir,	<i>To see.</i>	
Percevoir,	<i>To collect.</i>	
Devoir,	<i>To owe.</i>	
Redevoir,	<i>To owe over.</i>	
Pouvoir,	<i>To be able.</i>	

Remarks on some verbs of the fourth conjugation ending in **RE**.



1. Among verbs of this class ending in DRE, some inflected with S in the first and second person singular of the present indicative, have no inflexion in the third person singular of that tense, as it is shown in the paradigm of the model verb. Such are the verbs, vendre, coudre, moudre; *to sell, to stitch, to grind*. Those ending in INDRE, as: peindre, craindre, contraindre; *to paint, to fear, to restrain*, have the inflexions S, S, T. Ex.: Je peins, tu peins, il peint; Je crains, tu crains, il craint, etc.

For exceptions, see our list of irregular verbs of this conjugation. (Page 102).

2. Verbs of this conjugation ending in AÎTRE, retain the circumflex accent on Î when that vowel is followed by T: Connaître, il connaît; *to know, he knows*.

The inflexions of the past definite for the regular verbs of this conjugation, are like those of the second:

Singular.—IS, IS, IT.

Plural.—ÎMES, ÎTES, IRENT.

The following verbs are to be conjugated on the model given for this conjugation:

Attendre,	<i>To wait.</i>	Défendre,	<i>To defend.</i>
Entendre,	<i>To hear.</i>	Confondre,	<i>To confound.</i>
Suspendre,	<i>To suspend.</i>	Répondre,	<i>To answer.</i>
Fendre,	<i>To split.</i>	Reprendre,	<i>To correct.</i>
Tondre,			<i>To shear, etc.</i>

#### SYNOPTICAL TABLE

*Of regular French verbs of the four conjugations, wherein are found their regular endings represented by capital letters; the additional letters placed between the stem and the endings, parts of the primitive tenses, are set in italic.*

#### INDICATIVE MODE.

##### *Present.*

AIM	$\left\{ \begin{array}{l} \text{E} \\ \text{ES} \\ \text{E} \\ \text{ONS} \\ \text{EZ} \\ \text{ENT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{IS} \\ \text{IS} \\ \text{IT} \\ \text{issONS} \\ \text{issEZ} \\ \text{issENT} \end{array} \right.$	REC or REQ	$\left\{ \begin{array}{l} \text{OIS} \\ \text{OIS} \\ \text{OIT} \\ \text{evONS} \\ \text{evEZ} \\ \text{OIVENT or ENT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{S} \\ \text{S} \\ * \\ \text{ONS} \\ \text{EZ} \\ \text{ENT} \end{array} \right.$	PEIN	$\left\{ \begin{array}{l} \text{S} \\ \text{S} \\ \text{T} \\ \text{gnONS} \\ \text{gneZ} \\ \text{gnENT} \end{array} \right.$
-----	---	-----	--	------------	--	------	---	------	--



*Imperfect.*

AIM	$\left\{ \begin{array}{l} \text{AIS} \\ \text{AIS} \\ \text{AIT} \\ \text{IONS} \\ \text{IEZ} \\ \text{AIENT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{ïssAIS} \\ \text{ïssAIS} \\ \text{ïssAIT} \\ \text{ïssIONS} \\ \text{ïssIEZ} \\ \text{ïssAIENT} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{evAIS} \\ \text{evAIS} \\ \text{evAIT} \\ \text{evIONS} \\ \text{evIEZ} \\ \text{evAIENT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{AIS} \\ \text{AIS} \\ \text{AIT or} \\ \text{IONS} \\ \text{IEZ} \\ \text{AIENT} \end{array} \right.$	PEI	$\left\{ \begin{array}{l} \text{gnAIS} \\ \text{gnAIS} \\ \text{gnAIT} \\ \text{gnIONS} \\ \text{gnIEZ} \\ \text{gnAIENT} \end{array} \right.$
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*Past Definite.*

AIM	$\left\{ \begin{array}{l} \text{AI} \\ \text{AS} \\ \text{A} \\ \text{ÂMES} \\ \text{ÂTES} \\ \text{ÈRENT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{IS} \\ \text{IS} \\ \text{IT or} \\ \text{ÎMES} \\ \text{ÎTES} \\ \text{IRENT} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{INS}^* \\ \text{INS} \\ \text{INT} \\ \text{ÎNMES} \\ \text{ÎNTES} \\ \text{INRENT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{US} \\ \text{US} \\ \text{UT} \\ \text{ÛMES} \\ \text{ÛTES} \\ \text{URENT} \end{array} \right.$	PEI	$\left\{ \begin{array}{l} \text{gnIS} \\ \text{gnIS} \\ \text{gnIT} \\ \text{gnÎMES} \\ \text{gnÎTES} \\ \text{gnIRENT} \end{array} \right.$
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*Future.*

AIM	$\left\{ \begin{array}{l} \text{eRAI} \\ \text{eRAS} \\ \text{eRA} \\ \text{eRONS} \\ \text{eREZ} \\ \text{eRONT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{ïRAI} \\ \text{ïRAS} \\ \text{ïRA} \\ \text{ïRONS} \\ \text{ïREZ} \\ \text{ïRONT} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{evRAI} \\ \text{evRAS} \\ \text{evRA} \\ \text{evRONS} \\ \text{evREZ} \\ \text{evRONT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{RAI} \\ \text{RAS} \\ \text{RA or} \\ \text{RONS} \\ \text{REZ} \\ \text{RONT} \end{array} \right.$	PEIND	$\left\{ \begin{array}{l} \text{RAI} \\ \text{RAS} \\ \text{RA} \\ \text{RONS} \\ \text{REZ} \\ \text{RONT} \end{array} \right.$
-----	--	-----	--	-----	--	------	---	-------	--

*Conditional.*

AIM	$\left\{ \begin{array}{l} \text{eRAIS} \\ \text{eRAIS} \\ \text{eRAIT} \\ \text{eRIONS} \\ \text{eRIEZ} \\ \text{eRAIENT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{ïRAIS} \\ \text{ïRAIS} \\ \text{ïRAIT} \\ \text{ïRIONS} \\ \text{ïRIEZ} \\ \text{ïRAIENT} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{evRAIS} \\ \text{evRAIS} \\ \text{evRAIT} \\ \text{evRIONS} \\ \text{evRIEZ} \\ \text{evRAIENT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{RAIS} \\ \text{RAIS} \\ \text{RAIT or} \\ \text{RIONS} \\ \text{RIEZ} \\ \text{RAIENT} \end{array} \right.$	PEIND	$\left\{ \begin{array}{l} \text{RAIS} \\ \text{RAIS} \\ \text{RAIT} \\ \text{RIONS} \\ \text{RIEZ} \\ \text{RAIENT} \end{array} \right.$
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## IMPERATIVE MODE.

AIM	$\left\{ \begin{array}{l} \text{E} \\ \text{ONS} \\ \text{EZ} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{IS} \\ \text{ïssONS} \\ \text{ïssEZ} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{OIS} \\ \text{evONS} \\ \text{evEZ} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{S} \\ \text{ONS} \\ \text{EZ} \end{array} \right.$	PEIN	$\left\{ \begin{array}{l} \text{S} \\ \text{gnONS} \\ \text{gnEZ} \end{array} \right.$
-----	--	-----	---	-----	--	------	--	------	--

## SUBJUNCTIVE MODE.

Il faut que: *Present.*      Il faudra que: *Future.*

AIM	$\left\{ \begin{array}{l} \text{E} \\ \text{ES} \\ \text{E} \\ \text{IONS} \\ \text{IEZ} \\ \text{ENT} \end{array} \right.$	FIN	$\left\{ \begin{array}{l} \text{ïsse} \\ \text{ïssES} \\ \text{ïsse} \\ \text{ïssIONS} \\ \text{ïssIEZ} \\ \text{ïssENT} \end{array} \right.$	REC	$\left\{ \begin{array}{l} \text{oïve} \\ \text{oïves} \\ \text{oïve} \\ \text{evIONS} \\ \text{evIEZ} \\ \text{OIVENT, ENT} \end{array} \right.$	VEND	$\left\{ \begin{array}{l} \text{E} \\ \text{ES} \\ \text{E} \\ \text{IONS} \\ \text{IEZ} \\ \text{ENT} \end{array} \right.$	PEI	$\left\{ \begin{array}{l} \text{gne} \\ \text{gnes} \\ \text{gne} \\ \text{gnIONS} \\ \text{gnIEZ} \\ \text{gnENT} \end{array} \right.$
-----	---	-----	---	-----	--	------	---	-----	---

\* For verbs ending in ENIR, as *venir, couvenir, revenir.* (See page 68.)

*Imperfect.*

Il fallait que:

Il faudrait que:

AIM	{	ASSE	FIN	{	isse	REÇ	{	usse	VEND	{	isse	PEI	{	gnisse
		ASSES			isses			usses			isses			gnisses
		ÂT			ît			ût			ît			gnît
		ASSIONS			issions			ussions			issions			gnissions
		ASSIEZ			issiez			ussiez			issiez			gnissiez
		ASSENT			issent			ussent			issent			gnissent

*Present of the infinitive mode.*

AIMER, FINIR, RECEVOIR, VENDRE, PEINDRE.

*Past.*

AVOIR AIMÉ, AVOIR FINI, AVOIR REÇU, AVOIR VENDU, AVOIR PEINT.

PARTICIPLES.

*Present.*

AIMANT, FINISSANT, RECEVANT, VENDANT, PEIGNANT.

*Past.*

AIMÉ-ÉE, FINI-IE, REÇU-UE, VENDU-UE, PEINT-E.

*Compound.*

AYANT AIMÉ, AYANT FINI, AYANT REÇU, AYANT VENDU,  
AYANT PEINT.

REMARK.—In dropping the FINAL vowel of the masculine form of PAST participles, you have the stem of REGULAR verbs:

Aim-é,	fini,	reçu,	vendu,
AIM,	FIN,	REC or REÇ,	VEND.

TIME OF VERBS.

Time is the inflexion taken by French verbs to show to what part of duration corresponds the affirmation, state or action they represent.

It is divided in three parts: PRESENT, PAST, and FUTURE.

USE OF TENSES WITH FRENCH VERBS.

Showing the action as taking place when the words are uttered, the PRESENT cannot admit more than a single period of time. It has, consequently, but one tense.

*Present.*

Je chante,	<i>I sing, I do sing, I am singing.</i>
Il chante,	<i>He sings, he does sing, he is singing.</i>
Vous chantez,	<i>You sing, you do sing, you are singing.</i>

REMARK.—Simple, in French, these expressions are rendered in English under three different forms.

Representing the existence, action or state of the subject as having taken place at more or less remote periods of time, admitting several degrees of anteriority, the PAST is made up of five tenses.

In relation to past or elapsed periods of time, the imperfect represents the action as *present*.

*Imperfect.*

Je lisais quand vous entrâtes, *I was reading when you came in.*

The past definite represents the action as having taken place at periods of time *completely elapsed* or *spent*.

*Past Definite.*

Je voyageai l'année dernière, *I did travel last year.*

The past indefinite represents the action as having occurred in the past, at periods which *may* or *may not* be *completely* elapsed.

*Past Indefinite.*

J'ai lu hier,	<i>I read yesterday.</i>
J'ai écrit aujourd'hui,	<i>I wrote to-day.</i>

In the first example: J'ai lu hier, the *action* is past, and the *period* is elapsed. In the second: J'ai écrit aujourd'hui, the *action* is equally past but the period is yet revolving, the day mentioned being not yet over.

Therefore, with reference to *past actions* performed at periods of time completely elapsed or spent, the *past definite* or *indefinite* may be employed.

You may say with equal correctness, using either of those tenses: Je voyageai l'année dernière, or J'ai voyagé l'année dernière, *I did travel last year*; but you could not say, with propriety, using the *past definite*: J'écrivis aujourd'hui, because that word AUJOURD'HUI announces a period in course of duration.

The past anterior represents that same action as having taken place *just before* another action which, also, occurred in time past.

*Past Anterior.*

Quand j'eus lu je partis,      *When I had done reading, I departed.*

The pluperfect represents it as *past of itself*, in relation to another action equally past.

*Pluperfect.*

J'avais fini quand vous vintes,      *I had done when you came.*

Representing existence, state, or action to take place in time to come, the future admits two degrees of posteriority.

*Future.*

*Simple*—J'étudierai,      *I will or shall study.*

*Anterior*—J'aurai étudié,      *I will or shall have studied.*

As described in the foregoing paragraphs, the three divisions of time or duration are expressed by eight tenses.

PRACTICE ON THE EMPLOYMENT OF FRENCH TENSES.

The letter P announces the PLUPERFECT tense, the same form of the verb without that consonant indicates the PAST ANTERIOR.

1. I am eating, I do eat, *or* I eat. 2. She spoke while (*pendant que*) we were singing. 3. Yesterday (*hier*) we did study and walk; to-day (*aujourd'hui*) we shall rest and play. 4. Let us read and learn. 5. They fasted yesterday and will eat to-day. 6. When (*quand*) you arrive she will have sold. 7. We sang yesterday, and will not sing to-day. 8. You must learn and you will be esteemed. 9. They had finished when she entered. 10. We had done reading P, when they arrived. 11. As soon as (*aussitôt que*) you had spoken I rose and left. 12. Yesterday they bathed (*ils se*) and swam. 13. We will read while you are sleeping. 14. She was walking when they came. 15. It was necessary for them to study. 16. They spoke and recited yesterday, and will rest and play to-day. 17. You had done singing P when we began to (*à*) speak. 18. Shall I play or work? 19. It was not necessary for you to sing. 20. Did you study or play yesterday? 21. You had been writing when we wrote. 22. Was it necessary for you to cry? 23. They have been reading and writing, while she was laughing and



playing. 24. I was told (*on m'a dit*) yesterday that (*que*) you would not accept. 25. Should you work and learn, you will be rewarded.

*Conjugation of passive verbs.*

There is but one conjugation for passive verbs. It is made of the auxiliary Être, *to be*, in all its tenses, and the past participle of verbs conjugated passively. The past participle of an active verb agrees always in gender and number with the subject or nominative of that verb. A man speaking will say: *Je suis aimé*; a woman: *Je suis aimée*, *I am loved*; men speaking: *Nous sommes aimés*; women speaking: *Nous sommes aimées*, etc.

Complements of PASSIVE verbs are indirect, viz: preceded by prepositions. Those prepositions are DE *of*, and PAR *by*.

REMARK.—In the feminine form of participles E is always silent, viz: not pronounced.

AIMÉ, AIMÉE, PARÉ, PARÉE, *loved, dressed*, sound the same in their *endings*.

To conjugate verbs passively use our paradigms and exercises on Être, *to be*, adding to each tense and person the past participle of an active verb, agreeing in gender and number with its subject:

*Je suis aimé or aimée, I am loved; Nous sommes aimés or aimées, we are loved.*

To render interrogatively verbs in the passive voice, you may use *Est-ce que?* or, place the nominative pronoun after the verb *être*, in simple tense; or between the auxiliary *avoir*, and the verb *être* in compound tenses:

Est-ce que Je suis aimé or aimée?	<i>Am I loved?</i>
Suis-je aimé or aimée?	<i>Am I loved?</i>
Ai-je été aimé or aimée?	<i>Have I been loved?</i>

To render negatively the ASSERTION of verbs in the passive voice, when in the present infinitive, place the two negations before the verb:

*Ne pas être aimé, or aimée, Not to be loved.*

Or place *être* between the two negations:

*N' être pas aimé or aimée, Not to be loved.*

In simple tenses place *ne* after the subject when verbs are conju-





our preceding pages, and employed in the order indicated in the *oral* and *written* exercises, viz. : Marcher, is conjugated like *chanter* and its exercises, etc.

Marcher,	<i>To walk.</i>	Rire,	<i>To laugh.</i>
Parler,	<i>To speak.</i>	Descendre,	<i>To descend.</i>
Succéder,	<i>To succeed.</i>	Voyager,	<i>To travel.</i>
Monter,	<i>To ascend.</i>	Partir,	<i>To depart.</i>
Réussir, <i>To be successful, etc.</i>			

### *Conjugation of Reflective or Pronominal verbs.*

In each of their tenses, reflective verbs employ two personal pronouns of the same person; the first for subject, and the last for complement.

Se tromper,	<i>To mistake.</i>	} are conjugated like {	Chanter,	<i>To sing.</i>
Se réunir,	<i>To meet.</i>		Finir,	<i>To finish.</i>
S'apercevoir,	<i>To perceive.</i>		Recevoir,	<i>To receive.</i>
Se méprendre,	<i>To err.</i>		Vendre,	<i>To sell.</i>

In compound tenses the auxiliary *Etre*, *to be*, is used with the meaning of *avoir*, *to have* :

*Je me suis flatté*, answering to: *J'ai flatté moi*, *I have flattered myself*.

### INDICATIVE MODE.

<i>Present.</i>					<i>Practice.</i>	
Je	ME	} FLATT	e,	<i>I flatter myself.</i>	Vous,	ONS
Tu	TE		es,		Il, elle,	ES
Il, elle	SE		e,		Nous,	E
Nous	NOUS		ons,		Ils, elles	E
Vous	VOUS		ez,		Tu	ENT
Ils, elles	SE		ent,	Je	EZ	
<i>Imperfect.</i>						
Je	ME	} FLATT	ais,	<i>I used to flatter, etc.</i>	Nous	AIS
Tu	TE		ais,		Tu	AIENT
Il, elle	SE		ait,		Ils, elles	AIS
Nous	NOUS		ions,		Je	IONS
Vous	VOUS		iez,		Vous	AIT
Ils, elles	SE		aient,	Il, elle	IEZ	
<i>Past Definite.</i>						
Je	ME	} FLATT	ai,	<i>I did flatter, etc.</i>	Nous	A
Tu	TE		as,		Tu	ÂMES
Il, elle	SE		a,		Ils, elles	AI
Nous	NOUS		âmes,		Je	ÂTES
Vous	VOUS		âtes,		Il, elle	AS
Ils, elles	SE		èrent,	Vous	ÈRENT	

With the present, imperfect and past definite of *être* (used with the meaning of *Avoir, to have*,) form the past indefinite, the pluperfect, and past anterior:

*Je me suis flatté, Je m'étais flatté, Je me fus flatté; I have flattered myself, etc.*; remembering that participles employed with reflective verbs agree with the subject when the *objective pronoun* is a *direct object*, and remain invariable when that pronoun is an *indirect object*. (See page 101):

*Je me suis repenti, or repentie, I repented.*

*Il s'est arrogé, or elle s'est arrogé, He or she has attribute to herself.*

*Flatter*, belonging to the first conjugation, use our paradigm and exercises of the model verb *chanter*.

To render those verbs interrogatively employ the interrogative form: *Est-ce que?* or place the nominative after the verb in simple tenses:

*Est-ce que je me flatte? Do I flatter myself?*

*Te flattes-tu? Dost thou flatter thyself?*

In compound tenses place the nominative or subject after the auxiliary *être*:

*Me suis-je flatté, or flattée? Have I flattered myself?*

Asserting negatively, place *ne* between the subject and the objective pronoun; *pas*, after the verb in simple tense. In compound tenses *pas* stands after the auxiliary:

*Je ne me flatte pas, I do not flatter myself.*

*Je ne me suis pas flatté, I have not flattered myself.*

In interrogative and negative cases, place the subject after the verb in simple tenses, or after the auxiliary in compound tenses:

*Ne me flatté-je pas? Do I not flatter myself?*

*Ne me suis-je pas flatté? Have I not flattered myself?*

Use the following reflective verbs in each mode, tense, person, and number indicated in our resums or exercises on *chanter*.

<i>S'opiniâtrer,</i>	<i>To persist.</i>	<i>Se repentir,</i>	<i>To repent.</i>
<i>S'estimer,</i>	<i>To esteem.</i>	<i>Se plaindre,</i>	<i>To complain.</i>
<i>S'écrier,</i>	<i>To exclaim.</i>	<i>S'émouvoir,</i>	<i>To thrill.</i>
<i>S'apitoyer,</i>	<i>To pity.</i>	<i>Se résoudre,</i>	<i>To resolve.</i>
	<i>Se réjouir,</i>	<i>To rejoice.</i>	

*Continuation of the reflective verb se flatter, to flatter one's self.*

<i>Future.</i>				<i>Practice.</i>	
Je	ME	} FLATT	erai,	Vous	ERAI
Tu	TE		eras,	Il, elle	ERAS
Il, elle	SE		era,	Nous	EREZ
Nous	NOUS		erons,	Ils, elles	ERA
Vous	VOUS		erez,	Tu	ERONS
Ils, elles	SE		eront,	Je	ERONT

*I will flatter myself.*

### CONDITIONAL MODE.

<i>Present.</i>					
Je	ME	} FLATT	erais,	Nous	ERIEZ
Tu	TE		erais,	Tu	ERAIT
Il, elle	SE		erait,	Ils, elles	ERAIS
Nous	NOUS		erions,	Je	ERAIENT
Vous	VOUS		eriez,	Vous	ERIONS
Ils, elles	SE		eraient	Il, elle	ERAI

*I would flatter, etc.*

<i>Imperative mode.</i>			<i>Practice.</i>		
FLATT	e-toi,	<i>Flatter thyself.</i>	FLATT	e	nous
	ons-nous,	<i>Let us flatter ourselves.</i>		ons	vous
	ez-vous,	<i>Flatter yourselves.</i>		ez	toi

In this mode pronouns subjects are understood, and *toi, nous, vous*, are direct complements. English imperatives differ from the French in this: they have only a second person, as it is shown by what precedes.

### SUBJUNCTIVE MODE.

#### *Present.*

To express *injunction* or *command*:

Il ordonne que or qu'	Je	ME	} FLATT	e,	<i>He orders that I flatter myself.</i>
	Tu	TE		es,	
	Il, elle	SE		e,	
	Nous	NOUS		ions,	
	Vous	VOUS		iez,	
	Ils, elles	SE		ent,	

#### *Future.*

Il ordonnera que	Je	ME	} FLATT	e,	<i>He will order that I flatter myself.</i>
	Tu	TE		es,	
	Il, elle	SE		e,	
	Nous	NOUS		ions,	
	Vous	VOUS		iez,	
	Ils, elles	SE		ent,	

*Imperfect.*

Il ordonnait, or Il ordon- nerait que	{	Je	ME	FLATT	{	asse,	<i>He was ordering, or would order that I should flat- ter myself.</i>
		Tu	TE			asses,	
		Il, elle	SE			ât,	
		Nous	NOUS			assions,	
		Vous	VOUS			assiez,	
		Il, elles	SE			assent,	

INFINITIVE MODE.

Se flatter,	<i>Present.</i>		<i>Past.</i>
	<i>To flatter one's self.</i>		<i>S'être flatté or flattée, To have flattered him or herself.</i>

PARTICIPLES.

Se flattant,	<i>Present.</i>		<i>Past.</i>
	<i>flattering him or herself.</i>		<i>Flatté-ée, flattered.</i>

*Compound.*

S'étant flatté or flattée, *having flattered him or herself.*

PRACTICE.

<i>Present.</i>		<i>Future.</i>		<i>Imperfect.</i>	
Il ordonne que.		Il ordonnera que.		Il ordonnait or ordonnerait que.	
Vous,	E	Il, elle,	IEZ	Il, elles,	ASSE
Il, elle,	IEZ	Vous,	E	Je,	ÂT
Nous,	E	Tu,	ENT	Nous,	ASSES
Tu,	IONS	Nous,	E	Il, elle,	ASSIONS
Je,	ENT	Il, elles,	IONS	Vous,	ASSENT
Il, elles,	ES	Je,	ES	Tu,	ASSIEZ

INFINITIVE MODE.

S'ÊTRE FLATTÉ or FLATTÉE,	SE FLATTER,	SE FLATTANT.
FLATTÉ-ÉE,		S'ÉTANT FLATTÉ-ÉE.

*Conjugation of Unipersonal verbs.*

Unipersonal verbs are conjugated in the third person singular of their tenses. For model of their conjugation they take verbs having the same inflexion or ending in the present infinitive.

Il neige, <i>It snows</i>	} are conjugated on {	Chanter, <i>To sing.</i>
Il pleut, <i>It rains</i>		Recevoir, <i>To receive.</i>
Il convient, <i>It is proper</i>		Finir, <i>To finish.</i>



*Conjugation of the verb Tonner, to thunder.*

## INDICATIVE MODE.

Il tonne,	<i>Present.</i> <i>It thunders.</i>		Il a tonné,	<i>Past Indefinite.</i> <i>It has thundered.</i>
	<i>Imperfect.</i> <i>It was thundering.</i>			<i>Pluperfect.</i> <i>It had thundered.</i>
Il tonnait,	<i>Past Definite.</i> <i>It did thunder.</i>		Il avait tonné,	<i>Past Anterior.</i> <i>It had thundered.</i>
	<i>Future.</i> <i>It will thunder.</i>			<i>Future Anterior.</i> <i>It will have thundered.</i>

## CONDITIONAL MODE.

Il tonnerait,	<i>Present.</i> <i>It would thunder.</i>		Il aurait tonné,	<i>Past.</i> <i>It would have thundered.</i>

## SUBJUNCTIVE MODE.

*Present and Future.*

Il faut qu'il tonne,	<i>It must thunder.</i>
Il faudra qu'il tonne,	<i>It will have to thunder.</i>

*Past and Future.*

Il faut qu'il ait tonné,	<i>It must have thundered.</i>
Il faudra qu'il ait tonné,	<i>It will be necessary to have thundered.</i>

## INFINITIVE MODE.

Tonner,	<i>Present.</i> <i>To thunder.</i>		Avoir tonné,	<i>Past.</i> <i>to have thundered.</i>

## PARTICIPLES.

Tonnant,	<i>Present.</i> <i>Thundering.</i>		Tonné,	<i>Past.</i> <i>thundered.</i>
<i>Compound.</i>				
Ayant tonné, <i>having thundered.</i>				

Conjugate every unipersonal verb like the model of its conjugation, and in the same manner we have conjugated tonner, *to thunder*.

## SUBJECTS OF VERBS.

The subject is the person or thing performing the action expressed by the verb.

Je lis, le fruit tombe,

*I read, the fruit falls.*

*Query:* Who reads? *Answer:* Je, *I*. What falls? le fruit, *the fruit*.

Therefore: *I*, Je; *the fruit*, le fruit, are the subjects of the verbs lire, tomber, *to read, to fall*.

Verbs agree with their subjects in number and person.

Subjects are generally expressed by substantives or pronouns.

The personal pronouns employed to conjugate verbs, we have seen, are:

*I*, Je, pronoun of the first person, representing the *speaker*.

*Thou*, Tu, pronoun of the second person, representing the *person spoken to*.

*He, she*, Il, elle, pronoun of the third person representing the *person spoken of*.

*We*, nous; *you*, vous; *they*, ils, elles, represent the three plural persons.

A substantive, employed for subject being the person spoken of, will require verbs to be in third person, either singular or plural.

L'enfant étudie, les enfants	<i>The child studies, children</i>
étudient,	<i>study.</i>

### *Complements of verbs.*

What completes the signification of verbs is called the OBJECT or COMPLEMENT of those verbs. *Active* or *transitive*, and *reflective* verbs alone, can have direct complements.

There are two kinds of complements or objects: *direct* and *indirect*. The *direct* completes the signification of the verb without help of other words. It answers the queries *qui, who?* for persons; *quoi, what?* for things.

J'aime les enfant sages,

*I love good children.*

J'étudie la grammaire,

*I study grammar.*

### *Queries.*

### *Answers.*

J'aime qui? *Whom do I love?* Les enfants sages, *good children.*

J'étudie quoi? *What do I study?* La grammaire, *grammar.*

The indirect complement or *indirect* object, completes indirectly that signification, viz: by the intermediary of prepositions, such as *à, de, pour, dans*, etc.

J'obéis à mon maître, *I obey (to) my master.*  
 J'étudie pour mon instruction, *I study for knowledge.*

*Queries.*

J'obéis À QUI? *Whom do I obey?*  
 J'étudie POUR QUOI? *Why do I study?*

*Answers.*

À mon maître, *To my master.*  
 POUR mon instruction, *For my instruction.*

Pronouns complements of verbs are generally placed before verbs, in French, contrary to English practice.

Il *me* parle, *He speaks to me*

## IRREGULAR VERBS OF THE FOUR CONJUGATIONS.

*First conjugation in ER.*

**ALLER,**  
*to go.* { Indicative Pres., Je vais, tu vas, il va, nous, vous, regular, ils vont. Imperfect, Past Definite, regular. Future, J'irai. Cond., J'irais, Imp., va, allons, allez. Subjunctive, que j'aile, que tu ailles, qu'il aille, que nous allions, que vous alliez, qu'ils aillent. Imperfect, que j'allasse. Participles, allant, allé-e.

**ENVOYER,**  
*to send.* { The Future and Conditional have for stem, *enver*; J'enverrai, tu enverras; J'enverrais, tu enverrais, etc.

*Second conjugation in IR.*

**ACQUÉRIR,**  
*to acquire,* { Present Ind., J'acquiers, tu acquiers, il acquiert, nous, vous, reg., ils acquièrent. Imperf., reg. P. Def., J'acquis. Fut., J'acquerrai. Cond., J'acquerrais. Imp., acquiers, acquérons, acquérez. Subj., que j'acquière, que tu acquières, que nous acquérions, etc. Part., acquérant, acquis-e.

Thus are conjugated *conquérir, requérir, s'enquérir*, etc.

**ASSAILLIR,**  
*to assault.* { Ind., J'assaille. Imperf., J'assailais. Fut., J'assailirai. Subj., que j'assaille. Participles, assaillant, assailli, ie,

**BOUILLIR,**  
*to boil.* { Ind., Je bous, nous bouillons. Imperf., Je bouillais, nous bouillions. Future, Je bouillirai. Cond., Je bouillirais. Imper., bous, bouillons, bouillez. Subj., que je bouille. Imperf., que je bouillisse. Participles, bouillant, bouilli, ie,

- COURIR,**  
*to run.* { Ind., Je cours, nous courons. Future, je courrai. Cond., Je courrais. Subj., que je coure. Imperf., que je courusse. Participle, courant, couru, ue.  
Thus are conjugated all the compound, *accourir, concourir*, etc.
- CUEILLIR,**  
*to gather.* { Ind., Je cueille, tu cueilles, il cueille, nous cueillons, etc. (Endings of the first conjugation.) Future, Je cueillerai. Cond., Je cueillerais. Part., cueillant, cueilli, ie.  
Conjugate the same, *accueillir, recueillir*, etc.
- FAILLIR,**  
*to fail.* { This verb is actually regular, and in every tense and mode, may be conjugated on the model verb of the second conjugation.
- FÉRIR,**  
*to strike.* { Is used only with this expression: *sans coup férir, without striking a blow*; or in the present of the infinitive.
- FUIR,**  
*to take flight.* { Ind., Je fuis, nous fuyons. Imperf., Je fuyais, nous fuyions. P. Def., Je fuis, nous fuîmes. Subj., que je fuie. Imperf., que je fusse, que nous fuissions. Participle, fuyant, fui-ie.  
In the same manner conjugate *s'enfuir, to run away*.
- GÉSIR,**  
*to lie down.* { Is used only with the following forms: *ci gît, here lies; là gît mon espoir, here is my hope*, or in these persons of the present and imperfect of the indicative mode: nous gisons, ils gisent, elle gisait, ils gisaient.
- MOURIR,**  
*to die.* { Ind., Je meurs, nous mourons. Imperf., Je mourais, nous mourions. Past def., Je mourus, nous mourûmes. Fut., Je mourrai. Cond., Je mourrais. Imper., Meurs, mourons, mourez. Subj., que je meure. Part., mourant, mort, e.  
This verb, like many others, doubles the R in the future and Cond.
- SENTIR,**  
*to smell.* { Ind., Je sens. Subj., que je sente. Part., sentant, senti-e.  
This verb is regular in all the other tenses.
- SORTIR,**  
*to go out.* { Ind., Je sors. Subj., que je sorte.  
Conjugate the same its compounds, *ressortir, ressortir, saillir*, etc.  
Saillir is conjugated as *assaillir, to assail*.



TRESSAILLIR, *to shudder.* { Is also conjugated like saillir or assaillir.  
These verbs are excellent exercises on the liquid LL s.

VENIR, *to come.* { Ind., Je viens, tu viens, il vient, nous venons, vous venez, ils viennent. Fut., je viendrai. Cond., je viendrais. Subj., que je vienne. Imperf., que je vinsse, que nous vinssions. Part., venant, venu, ue.  
Conjugate thus all the verbs ending in ENIR, such as revenir, devenir, convenir, etc.

VÊTIR, *to clothe.* { Ind., Je vêts, tu vêts, il vêt, nous vêtons, vous vêtez, ils vêtent. Imperf., Je vêtais. P. def., Je vêtis. Fut., Je vêtirai. Cond., Je vêtirais. Imper., vêts, vêtons, vêtez. Subj., que je vête. Imperf., que je vêtisse. Part., vêtant, vêtu, ue.  
Conjugate thus: revêtir, dévêtir.

*Third conjugation in OIR.*

S'ASSOIR, *to sit down.* { Ind., Je m'assied, tu t'assieds, il s'assied, nous nous asseyons, vous vous asseyez, ils s'asseient. Imperf., Je m'asseyais, nous nous asseyions, vous vous asseyiez, ils s'asseyaient. Past def., Je m'assis. Fut., Je m'assiérai or m'asseierai. Cond., Je m'assiérais, or Je m'asseierais. Imper., assiez-toi, asseyons-nous, asseyez-vous. Subj., que je m'asseie, que tu t'asseies, qu'il s'asseie, que nous nous asseyions. Imperf., que je m'assisse, qu'il s'assît. Part., s'asseyant, assis, se.

DEVOIR, *to owe.* { This verb is regular. The past participle DŮ requires a circumflex accent on its masculine form, to distinguish it from the contracted article DU, of or some.

DÉCHOIR, *to decay.* { Ind., Je déchois, tu déchois, il déchoit; nous déchoyons, vous déchoyez, ils déchoient. Imperf., Je déchétais, nous déchétions. Fut., Je décherrai, nous décherrons. Cond., Je décherrais. Imper., déchôie, déchoyons, déchoyez. Subj., que je déchôie, que nous déchôyions. Imperf., que je déchusse, que nous déchussions. Part., déchéant, déchue-e.  
With the imperfect of the subjunctive find the past definite.



FALLOIR, <i>it is necessary.</i>	<p><i>Unipersonal verb.</i> Il faut, il fallait, il fallut, il faudra, il faudrait, qu'il faille, correspond with the present, imperfect, past definite, future, conditional, and present of the subjunctive.</p>
MOUVOIR, <i>to move.</i>	<p>Ind., Je meus, tu meus, il meut, nous mouvons, vous mouvez, ils meuvent. Imperf., Je mouvais. Past def., Je mus. Fut., Je mouvrai. Cond., Je mouvrais. Imper., meus, mouvons, mouvez. Subj., que je meuve, que nous mouvions. Imperf., que je musse, qu'il mût. Part., mouvant, mu-e.</p>
PLEUVOIR, <i>to rain.</i>	<p><i>Unipersonal verb.</i> Il pleut, il pleuvait, il plut, il pleuvra, il pleuvrait; il faut, il faudra qu'il pleuve, il fallait qu'il plût, answer to the present, imperfect, past definite, and future of the indicative mode; the conditional; the present and imperfect of the subjunctive.</p>
PRÉVALOIR, <i>to prevail.</i>	<p>Ind., Je prévaux. Imperf., Je prévalais. Past def., Je prévalus. Fut., je prévaudrai. Cond., Je prévaudrais. Subj., que je prévale, que nous prévaillions. Imperf., que je prévalusse. Part., prévalant, prévalu-e.</p>
POURVOIR, <i>to provide.</i>	<p>Ind., Je pourvois, tu pourvois, nous pourvoyons, vous pourvoyez, ils pourvoient. Imperf., Je pourvoyais, nous pourvoyions. Past def., Je pourvus, nous pourvûmes. Fut., Je pourvoirai. Cond., Je pourvoirais. Imper., pourvoie. Subj., que je pourvoie, que nous pourvoyions, que vous pourvoyiez. Imperf., que je pourvusse, que nous pourvussions. Part., pourvoyant, pourvu-e.</p>
POUVOIR, <i>to be able.</i>	<p>Ind., Je peux or Je puis, tu peux, il peut, nous pouvons, vous pouvez, ils peuvent. Fut., Je pourrai, il pourra. Cond., Je pourrais. No imperative. Subj., que je puisse, que nous puissions. Imperf., que je pusse, qu'il pût. Part., pouvant, pu.</p> <p>With the imperfect of the subjunctive find the past definite.</p> <p>REMARK.—In interrogations use <i>puis-je?</i> or <i>Est-ce que je peux?</i></p>
SAVOIR, <i>to know.</i>	<p>Pres., Ind., Je sais, tu sais, il sait, nous savons, vous savez, ils savent. Imperf., Je savais. Fut., Je saurai. Cond., Je saurais. Imper., sache, sachons, sachez. Subj., que je sache. Imperf., que je susse. Participle, sachant, su-e.</p>

SEOIR,  
to *be fit*.

{ This irregular defective verb is used only in the following tenses. Ind., Present, Il sied, ils siéent. Imperf., Il seyait. Fut., Il siéra. Cond., Il siérait. *Etre convenable*, with the same meaning, replaces all the other tenses.

SURSOIR,  
to *postpone*.

{ This defective verb is used only in the following tenses. Ind., Je sursois, nous sursoyons. Imp., Je sursoyais nous sursoyions. P. Def., Je sursis, nous sursîmes. Fut., Je sursoirai. Cond., Je sursoirais. Subj., que je sursoie. Imperf., que je sursisse. Part., sursis, se.

VALOIR,  
to *be worth*.

{ Ind., Je vaux tu, il, reg., nous valons, vous valez, ils valent. Fut., Je vaudrai. Cond., Je vaudrais. Subj., que je vaille. P., valant, valu.

VOIR,  
to *see*.

{ Ind., Je vois, nous voyons. P. Definite, Je vis, nous vîmes. Fut., Je verrai. Cond., Je verrais. Subj., que je voie, que nous voyions. P., voyant, vu-e.

*Fourth conjugation in RE.*

ABSOUDRE,  
to *absolve*.

{ Present, Ind., J'absous, tu absous, il absout, nous absolvons, vous absolvez, ils absolvent. Imperf., J'absolvais. No P. Definite. Fut., J'absoudrai. Cond., J'absoudrais. Subj., que J'absolve. Part., absolvant, absout-e.  
Conjugate the same *dissoudre* and *résoudre*. In the Past Definite the last is *Je résolus, tu résolus, nous résolûmes*; the first, *Je dissous, nous dissoûmes*.

ATTEINDRE,  
to *reach*.

{ Ind., J'atteins. Imperf., J'atteignais. P. Def., J'atteignis. Fut., J'atteindrai. Cond., J'atteindrais. Imper., atteins. Subj., que J'atteigne, que nous atteignons. Part., atteignant, atteint-e.

BATTRE,  
to *beat*.

{ Ind., Je bats, tu bats, il bat. Past Def., Je battis, tu battis. Participle, battant, battu-e.  
Conjugate thus all the verbs ending in BATTRE, such as combattre, *abattre, s'écabattre*, etc., in those verbs A is short, it is long in *bâtir*. Accordingly pronounce *Je battis, I did beat; Je bâtis, I did build*, showing what is the syllabic division of each.

BOIRE,  
to drink.

{ Ind., Pres., Je bois, tu bois, il boit, nous buvons, vous buvez, ils boivent. Imperf., Je buvais. P. Def., Je bus. Fut., Je boirai. Cond., Je boirais. Subj., que je boive, que nous buvions, qu'ils boivent. Part., buvant, bu-e.

BRAIRE,  
to bray.

{ Defective verb very little used except in the following tenses and forms. Il brait, il brayait, il braira, il brairait, brayant. Corresponding with the present, imperfect and future of the indicative; conditional and present participle.

BRUIRE,  
to rustle.

{ Bruire is generally conjugated under the unipersonal form: Il bruit, *there is a rustling*, ils bruissent, *they rustle*, il bruyait, *it was rustling*. Ex., les flots bruissent, le feuillage bruit; *the waters, the leaves are rustling*.

CLORE,  
to close.

{ Defective verb used only under these forms. Je clos, tu clos, il clot. *Finir* and *terminer*, render the use of this French verb nearly obsolete.

CONCLURE,  
to conclude.

{ Ind., Pres., Je conclus. P. Def., Je conclus, nous conclûmes. Part., concluant, conclu-e. Conjugate in the same manner *exclude*.

CONFIRE,  
to preserve.

{ Is a defective verb. Ind., Pres., Je confis. Imperf., Je confisais. Subj., que je confise. Imperf., que je confisse. Part., confisant, confit-e. *Faire des confitures*, is generally used in the place of this verb.

CONNAÎTRE,  
to know.

{ Ind., Je connais, tu connais, nous connaissons. P. Definite, Je connus. Subj., que je connaisse. Part., connaissant, connu-e. Conjugate thus, *croître, paraître*, etc.

COUDRE,  
to stitch.

{ Ind., Je couds, tu couds, il coud, nous cousons. Imperf., Je cousais, nous cousions. P. Def., Je cousis, il cousit, nous cousîmes, ils cousirent. Fut., Je coudrai. Imp., coud, cousons, cousez. Subj., que je couse. Part., cousant, cousu-e.

CRAINdre,  
to fear.

{ Ind., Je crains, il craint, nous craignons. Imperf., Je craignais, nous craignions. Past Def., Je craignis. Fut., Je craindrai. Cond., Je craindrais. Part., craignant, craint. Instead of the feminine form use, *redoutée*.

CROIRE,  
to believe.

{ Ind., Je crois, tu crois, nous croyons. Imperf., Je croyais, nous croyions. Imper., croie, croyons. Subj., que je croie, que nous croyions, que vous croyiez. Imperf., que je crusse. Part., croyant, cru-e.

DIRE,  
to say.

{ Ind., pres., Je dis, tu dis, il dit, nous disons, vous dites, ils disent. Subj., que je dise. Imperf., que je disse, qu'il dit. Part., disant, dit-e.

REMARK.—Among the compounds of this verb, *redire to tell over*, is the only one conjugated the same. In the present indicative second person plural, the others end in *EZ*: vous *contredisez*, vous *médisez*; while in the same person, *redire* is *redites*.

ÉCRIRE,  
to write.

{ Ind., pres., J'écris, tu écris, il écrit, nous écrivons. Imperf., J'écrivais. P. def., J'écrivis, nous écrivîmes. Fut., J'écrirai. Cond., J'écrirais. Subj., que j'écrive, que nous écrivions. Imperf., que J'écrivisse, que nous écrivissions. Part., écrivant, écrit-e.

Conjugate thus verbs ending in *CRIRE* such as *prescrire*, *proscrire*, etc.

FAIRE,  
to do or to make.

{ Ind., Je fais, tu fais, il fait, nous faisons, vous faites, ils font. Fut., Je ferai. Cond., Je ferais. Imper., fais, faites. Subj., que je fasse, que nous fassions. Imperf., que je fisse, qu'il fit. Part., faisant, fait-e. Conjugate thus the compounds *refaire*, *contrefaire*, etc.

FRIRE,  
to fry.

{ Very little used, except in the present and future of the indicative, Je fris, tu fris, il frit.\* Fut., Je frirai, tu friras, nous frirons. Cond., Je frirais, nous fririons. In every other tense this verb is used in connection with *faire*: nous faisons frire, vous faisiez frire, etc.

\* Having no present participle, that verb is defective in all the derivatives of that primitive tense. Past part., frit-e.

JOINDRE,  
to join.

{ Ind., Je joins, nous joignons. Imperf., Je joignais, nous joignions. P. def., Je Joignis. Fut., Je joindrai. Cond., nous joindrions. Imper., Joins, Joignons. Subj., que je joigne, joignons. Part., joignant, joint-e.

Conjugate the same its compound *rejoindre*.

LIRE,  
to read.

{ Ind., Je lis, nous lisons. Imperf., Je lisais. Past def., Je lus. Part., lisant, lu-e.



LUIRE,  
to shine.

{ Ind., Je luis. No past definite. Participle, luisant.  
Conjugate in the same way its compound *reluire*.  
Refer to our synoptical table on the primitive sounds during the study of these verbs.

METTRE,  
to put.

{ Ind., Je mets, tu mets, il met, nous mettons.  
Imperf., Je mettais, tu mettais. P. def., Je mis. Imper., mets, mettons. Subj., que je mette, que nous mettions. Imperf., que je misse, qu'il mit. Part., mettant, mis-e. Conjugate thus verbs ending in METTRE. Such as *admettre, promettre, remettre*, etc.

MOUDRE,  
to grind.

{ Ind., Je mouds, tu mous, il moud, nous moulons, vous moulez, ils moulent. Imperf., Je moulais, tu moulais. P. def., Je moulus. Fut., Je moudrai. Cond., Je moudrais. Subj., que je moule. Imperf., que je moulusse, qu'il moulût, que nous moulussions. Part., moulant, moulu-e.  
Mouler, to *model*, and moudre, to *grind*, having for present participle *moulant*, they have the same forms in the three persons plural indicative, the imperfect of that mode, and the present of the subjunctive: *nous moulons une statue, nous moulons notre blé; nous moulions un buste, nous moulions de l'orge*, etc.

NAÎTRE,  
to be born.

{ Ind., pres., Je nais. Imperf., Je naissais. Past def., Je naquis. Subj., que je naisse, que nous naissions. P. def., je naquis. Part., naissant, né-ée. Conjugate in the same manner its compound *renaitre*.

PAÎTRE,  
to pasture.

{ Ind., pres., Je pais, tu pais, il paît, nous paissions. Imperf., Je paissais, nous paissions. Fut., Je paîtrai. Cond., Je paîtrais. Subj., que je paisse. Having no past definite there is no imperfect of the subjunctive. Participle, paissant.  
In the past participle the compound *repaître*, is repu-e.

PARAÎTRE,  
to appear.

{ Ind., Je parais, tu parais, nous paraissions, vous paraissez. Part., paraissant; paru-e. Conjugate in the same manner its compounds, *reparaître, comparaître*, etc.



PEINDRE,  
to paint.

{ Ind., pres., Je peins, tu peins, il peint, nous peignons. Imperf., Je peignais. Imper., peins, peignons. Subj., que je peigne, que nous peignions. Imperf., que je peignisse, qu'il peignît. Part., peignant, peint-e. Conjugate thus its compounds, *repeindre*, *dépeindre*.

*Peindre* and *peigner*, having *peignant* for present participle, there is between those two verbs the same resemblance as we have noticed between *moudre* and *mouler*.

PLAIRE,  
to please.

{ Ind., Je plais, tu plais, il plait, nous plaisons. Part., plaisant, plu. Conjugate in the same manner the verbs *déplaire*, *complaire*.

PRENDRE,  
to take.

{ Ind., Je prends, nous prenons, ils prennent. Subj., que je prenne, que nous prenions. Imperf., que je prisse. Part., prenant, pris-e. Conjugate in the same manner its compound *prendre*, etc.

RÉSoudre,  
to resolve.

{ Ind., Je résous, tu résous, nous résolvons. Imperf., Je résolvais. Imp., résous, résolvons. Subj., que je résolve. Imperf., que je résolusse. Part., résolvant, résolue, or résoute.

RIRE,  
to laugh.

{ Ind., Je ris. Past Def., Je ris, nous rîmes. Part., riant, ri. Conjugate in the same manner its compound *sourire*.

ROMPRE,  
to break.

{ Ind., Je romps. Past Def., Je rompis. Part., rompant, rompu-e. Conjugate thus *interrompre*, *corrompre*.

SUFFIRE,  
to suffice.

{ Ind., Je suffis. Past Def., Je suffis, nous suffimes. Part., suffisant, suffi.

SUIVRE,  
to follow.

{ Ind., Je suis, tu suis, il suit. Imper., suivons. Subj., que je suive. Imperf., que je suivisse. Part., suivant, suivi-e. Conjugate thus *poursuivre*.

TAIRE,  
to conceal.

{ Ind., Je tais. Past Def., Je tus. Part., taisant, tu-e. This verb is generally used in the reflective voice in French, with the meaning of *to keep silent*.

TRAIRE,  
to milk.

{ Ind., Je traite, tu traite, il traite, nous trayons, ils traient. Subj., que je traie. No imperf., this verb being defective. Conjugate thus *distraire*, *abstraire*, *soustraire*, etc.

VAINCRE,  
to *vanquish*.

{ This verb is seldom used. Ind., Je vaine,  
tu vaines, il vaine, nous vainquons. Fut., Je  
vaincrai. Cond., Je vaincrais. Subj., que je  
vainque. Imperf., que je vainquisse. Part.,  
vainquant, vaincu-e.

REMARK.—The foregoing verbs should be given to learners as exercises. With the help of our model verbs, they will supply the modes, tenses, persons, etc., and fill up the blank left for the regular parts. From time to time, they must be questioned on the theories laid in the foregoing pages.

#### SUBSTANTIVES OR NOUNS.

Substantives are words representing persons or things:

Homme, soleil, ciel, terre,      *Man, sun, sky, earth, etc.*

There are two sort of substantives: *Proper* and *Common*.

Common substantives are used to name or represent persons or things of the same kind:

Homme, femme, mouton, livre,      *Man, woman, sheep, book.*

Proper substantives belong to single individuals or things, and are used to name them:

Alexandre, Washington, Paris,      *Alexander, Washington, Paris.*

Substantives or nouns possess two attributes: *Gender* and *Number*.

Gender is the faculty substantives have to represent the differences in sex. Consequently there are two genders. Masculine to represent names of male beings:

Le père, le lion, l'homme,      *The father, the lion, man.*

Feminine for names of females:

Femme, lionne, fille,      *Woman, lioness, girl.*

Inanimate substantives ought to be without a gender: yet, according to an arbitrary law of the French tongue, analogy and custom have granted one to inanimate objects:

Soleil, tableau, livre,      *Sun, picture, book,*

Are masculine.

Maison, montre, table,      *House, watch, table,*

Are feminine.

The French language having no *neuter* or third gender, inanimate objects are masculine or feminine, when custom sanctions the use before them of *le, la, les, the, or un, une, a, an*:

Le feu, la flamme,	<i>Fire, flame.</i>
Un chandelier, une chandelle,	<i>Candle-stick, candle.</i>

We subjoin a list of common substantives most likely to be mistaken in their gender, which must become familiar to learners through practice.

#### MASCULINE SUBSTANTIVES.

A-bî-me,	<i>Abyss.</i>	Es-ca-lier,	<i>Staircase.</i>
Â-ge,	<i>Age.</i>	Es-comp-te,	<i>Discount.</i>
Air,	<i>Air.</i>	Es-clan-dre,	<i>Brawl.</i>
Al-bâ-tre,	<i>Alabaster.</i>	E-ta-ge,	<i>Story.</i>
A-ma-dou,	<i>Tinder.</i>	E-van-gi-le,	<i>Gospel.</i>
A-mi-don,	<i>Starch.</i>	E-ven-tail,	<i>Fan.</i>
An-chois,	<i>Anchovy.</i>	Gi-ro-fle,	<i>Clove.</i>
An-gle,	<i>Angle.</i>	Hé-mis-phère,	<i>Hemisphere.</i>
A-nis,	<i>Anise-seed.</i>	Hi-ver,	<i>Winter.</i>
Ant-i-do-te,	<i>Antidote.</i>	Hos-pi-ce,	<i>Hospital.</i>
Ant-i-moi-ne,	<i>Antimony.</i>	Hô-tel,	<i>Hotel.</i>
Ar-mis-tice,	<i>Armistice.</i>	In-di-ce,	<i>Indication.</i>
Ar-ro-soir,	<i>Watering-pot.</i>	In-cen-di-e,	<i>Conflagration.</i>
Au-tel,	<i>Altar.</i>	In-ter-val-le,	<i>Interval.</i>
Ba-lus-tre,	<i>Baluster.</i>	In-ven-tai-re,	<i>Inventory.</i>
Cen-ti-me,	<i>Centime.</i>	I-voi-re,	<i>Ivory.</i>
Ci-gar-re,	<i>Cigar.</i>	Lé-gu-me,	<i>Vegetable.</i>
Com-com-bre,	<i>Cucumber.</i>	Mon-ti-cu-le,	<i>Hillock.</i>
Cra-be,	<i>Crab.</i>	O-bé-lis-que,	<i>Obelisk.</i>
E-clair,	<i>Lightning.</i>	On-gle,	<i>Nail.</i>
E-lo-ge,	<i>Eulogium.</i>	O-ra-ge,	<i>Storm.</i>
Em-plâ-tre,	<i>Plaster.</i>	Ou-vra-ge,	<i>Work.</i>
E-qui-li-bre,	<i>Equilibrium.</i>	Pour-pre,	<i>A disease.</i>
E-qui-nox-e,	<i>Equinox.</i>	Vi-vres,	<i>Provisions.</i>

#### FEMININE SUBSTANTIVES.

A-lar-me,	<i>Alarm.</i>	Ar-tè-re,	<i>Artery.</i>
Al-co-ve,	<i>Recess.</i>	At-mo-sphère,	<i>Atmosphere.</i>
A-mor-ce,	<i>Priming.</i>	A-vant-scène,	<i>Proscenium.</i>

An-cre,	<i>Anchor.</i>	Dé-crot-toi-re,	<i>Scraper.</i>
An-ti-cham-bre,	<i>Antechamber.</i>	Din-de,	<i>Turkey hen.</i>
Ar-gi-le,	<i>Clay.</i>	E-bè-ne,	<i>Ebony.</i>
Ar-moi-re,	<i>Cupboard.</i>	E-caill-e,	<i>Shell.</i>
E-cri-toi-re,	<i>Inkstand.</i>	O-mo-pla-te,	<i>Shoulder-blade.</i>
E-cu-me,	<i>Foam.</i>	On-ce,	<i>Ounce.</i>
En-clu-me,	<i>Anvil.</i>	O-ran-ge,	<i>Orange.</i>
E-qui-vo-que,	<i>Pun.</i>	Pei-ne,	<i>Pain.</i>
Fi-bre,	<i>Fibre.</i>	Pa-roi,	<i>Side.</i>
Hor-lo-ge,	<i>Clock.</i>	Pé-da-le,	<i>Pedal.</i>
Hui-le,	<i>Oil.</i>	Sen-ti-nel-le,	<i>Sentry.</i>
I-do-le,	<i>Idol.</i>	Stal-le,	<i>Stall.</i>
Im-mon-di-ces,	<i>Dirt.</i>	San-da-ra-que,	<i>Pouch.</i>
In-sul-te,	<i>Insult.</i>	Té-né-bres,	<i>Darkness.</i>
Na-cre,	<i>Mother-of-pearl</i>	Thé-ri-a-que,	<i>Treacle.</i>
Of-fire,	<i>Offer.</i>	Vé-ri-té,	<i>Truth.</i>

*Substantives having appropriated forms for each gender.*

Hom-me,	<i>Man.</i>	Gar-çon,	<i>Boy.</i>
Pè-re,	<i>Father.</i>	Fill-e,	<i>Daughter.</i>
Ju-ment,	<i>Mare.</i>	Chien-ne,	<i>Bitch.</i>
Va-che,	<i>Cow.</i>	Li-on,	<i>Lion.</i>
Â-ne,	<i>Donkey, M.</i>	Pou-le,	<i>Hen.</i>
Cerf,	<i>Deer, M.</i>	Loup,	<i>Wolf, M.</i>
Ti-gre,	<i>Tiger, M.</i>	Ours,	<i>Bear, M.</i>
Fem-me,	<i>Woman.</i>	Fill-e,	<i>Girl.</i>
Mè-re,	<i>Mother.</i>	Che-val,	<i>Horse.</i>
Chien,	<i>Dog.</i>	Bœuf,	<i>Ox.</i>
Tau-reau,	<i>Bull.</i>	Li-on-ne,	<i>Lioness.</i>
Â-nes-se,	<i>Donkey, F.</i>	Coq,	<i>Rooster.</i>
Bi-che,	<i>Deer, F.</i>	Lou-ve,	<i>Wolf, F.</i>
Ti-gres-se,	<i>Tiger, F.</i>	Our-se,	<i>Bear, F.</i>

The French language, like the English, not having provided two forms, MASCULINE and FEMININE, for some animate beings; when their SEX is to be indicated the words mâle, femelle, *male*, *female*, are used as a sign of distinction. Such are:

E-lé-phant,	<i>Elephant.</i>	Gi-raf-fe,	<i>Cameleopard.</i>
Ri-no-cé-ros,	<i>Rhinoceros.</i>	Cra-be,	<i>Crab.</i>
Ser-pent,	<i>Snake.</i>	Tor-tue,	<i>Turtle.</i>



Buf-fle,	<i>Buffalo.</i>	Ba-lei-ne,	<i>Whale.</i>
Re-nard,	<i>Fox.</i>	Re-quin,	<i>Shark.</i>
Hip-po-po-ta-me,		<i>Hippopotamus, etc.</i>	

Small animals and vermin used generally in English in the NEUTER gender, are either MASCULINE or FEMININE in French.

Rat, *rat, M.* Sou-ris, *mouse, F.* Tau-pe, *mole, F.* Mou-che, *fly, F.* Fou-i-ne, *weasel, F.* Pu-ce, *flea, F.* Pu-nai-se, *bedbug, F.* Pou, *louse, M.* Che-nill-e, *caterpillar, F.* Pa-pill-on, *butterfly, M.* Ver, *worm, M.*, etc., defying all grammatical rules, these distinctions in gender will be acquired through practice.

#### PRACTICE.

*On substantives having appropriated forms for each gender.*

Learners must reproduce in their copies the syllabic division of French words, and pronounce them correctly.

Bear, *M.* Man. Girl. Ox. Bitch. Horse. Woman. Donkey, *M.* Mother. Boy. Tiger, *M.* Rooster. Mare. Father. Daughter. Cow. Lioness. Wolf, *F.* Deer, *M.* Donkey, *F.* Bull. Bear, *F.* Lion. Deer, *F.* Wolf, *M.* Hen. Dog. Tiger, *F.*

*On animate substantives having no special forms to designate their sex, and on those used always in one gender.*

Butterfly. Worm. Caterpillar. Louse. Flea. Weasel. Fly. Rat. Turtle. Bed-bug. Whale. Mouse. Elephant. Mole. Fox. Cameleopard. Hippopotamus. Crab. Rhinoceros. Serpent. Shark. Buffalo.

*On the gender of substantives, whether representing animate or inanimate beings.*

Darkness. Pain. Abyss. Staircase. Woman. Ox. Wolf, *F.* Clock. Alarm. Elephant, *F.* Oil. Girl. Horse. Donkey, *F.* Weasel. Serpent. Sentry. Mother-of-pearl. Lightning. Turkey-Hen. Man. Wolf, *M.* Cameleopard. Bed-bug. Crab. Clay. Nail. Artery. Shell. Vegetable. Hotel. Deer, *M.* Offer. Rooster. Fly. Shark. Mouse. Worm. Caterpillar. Hippopotamus. Turtle. Deer, *F.* Son. Bear, *F.* Alabaster. Scraper. Tinder. Anchor. Fan. Mole. Air. Foam. Aniseed. Pouch. Clove. Orange. Gospel. Inkstand. Louse. Daughter. Butterfly. Flea. Rat. Whale. Fox. Anvil. Cigar.



Ebony. Storm. Pedal. Work. Sun. Earth. House. Alexander. Book. Watch. Picture. Andrew. Sky. Fire. Candle-stick. Flame. Candle. Lion. Ivory. Lioness. Plaster. Anchovy. Angle. Watering-pot. Cup-board.

## FORMATION OF THE PLURAL IN SUBSTANTIVES.

The plural of substantives, in French as in English, is generally formed in adding *s* to the singular form; in that case that articulation is not generally sounded.

Un homme, deux hommes,	<i>A man, two men.</i>
Une femme, deux femmes,	<i>A woman, two women.</i>
L'enfant, les enfants,	<i>The child, the children.</i>
L'arbre, les arbres,	<i>The tree, the trees.</i>
La mère, les mères,	<i>The mother, the mothers.</i>

To this general rule are the following exceptions:

1. Do not change in their plural, substantives ending in the singular with *s*, *x* or *z*:

Le palais, les palais,	<i>The palace, the palaces.</i>
La voix, les voix,	<i>The voice, the voices.</i>
Le nez, les nez,	<i>The nose, the noses.</i>

2. Substantives ending in *AU* or *EU*, require *x* in the plural number.

Un tableau, des tableaux,	<i>A picture.</i>
Un feu, des feux,	<i>A fire, some fires.</i>
Un étau, des étaux,	<i>A vice (screw), vices.</i>

3. Among substantives ending in *OU*, the following require *x* in the plural: Bijou, caillou, hibou, chou in the singular, are: bijoux, cailloux, hiboux, choux in the plural.

Nevertheless, other substantives in *OU*, according to general rule add *s* in the plural:

Un clou, des clous, un verrou, des verrous, le trou, les trous.  
*A nail, some nails, a bolt, some bolts, the hole, the holes.*

4. Substantives ending in *AL*, form their plural in *AUX*:

Le mal, les maux,	<i>Evil, evils.</i>
Le cheval, les chevaux,	<i>Horse, horses.</i>
L'hôpital, les hôpitaux,	<i>Hospital, hospitals.</i>

According to general rule, adding *s* to their plural form, the following substantives must be excepted:

Cantal, <i>A sort of cheese.</i>	Chacal, <i>Jackal.</i>
Aval, <i>Endorsement of a note.</i>	Régat, <i>A treat.</i>
Bal, <i>Ball.</i>	Carnaval, <i>Carnival.</i>
Nopal, <i>Cochineal fig-tree.</i>	Festival, <i>Musical entertainment.</i>

Which, in the plural, are ending in *s*.

REMARKS.—Substantives ending in *AIL*, instead of *AU* add *s* to their plural.

Un portail, des portails,	<i>Church entrance, church entrances.</i>
Un gouvernail, des gouvernails,	<i>A rudder, rudders.</i>

Are excepted: *bail, émail, soupirail, travail, etc., lease, enamel, air-hole, work*, which are in the plural: *bauz, émaux, soupiraux, travaux*.

*Ail, garlic*, is *ails* or *aulx*. The last form is the only one used in practice.

*Bétail*, has no plural: It is synonymous with *Bestiaux*, both answering to *cattle* in English.

*CIEL, œIL, AÏEUL*, have two plural forms:

<i>CIEL</i> is	$\left\{ \begin{array}{l} \text{CIELS, in } sky \text{ of } landscapes; \text{ CIELS-de-lit, testers for} \\ \text{beds; with the meaning of CLIMATE, or ATMOSPHERI-} \\ \text{CAL temperature, when answering to the word } sky \text{ in} \\ \text{English.} \end{array} \right.$
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In every other case, corresponding to *heaven*, its plural form is *CIEUX*:

L'Italie est sous un des plus	<i>Italy is situated under one of</i>
beaux CIELS de l'Europe,	<i>the finest skies of Europe.</i>
Les CIEUX annoncent la gloire	<i>Heaven proclaims God's glory.</i>
de Dieu,	

<i>œIL</i> is	$\left\{ \begin{array}{l} \text{œILS, in œils-de-bœuf, oval windows, literally ox-} \\ \text{eyes, or in any compound substantive beginning with} \\ \text{œIL, eye. œil-de-bouc, a kind of shell, goat's eyes,} \\ \text{œils-de-chat, cat's eyes.} \end{array} \right.$
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In all other cases it is *YEUX* in the plural:

<i>Yeux noirs, yeux vifs,</i>	<i>Black eyes, sparkling eyes.</i>
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<i>AÏEUL</i> is	$\left\{ \begin{array}{l} \text{AÏEULS, when meaning grandfathers, from pater-} \\ \text{nal or maternal side. It is AÏEUX when ancestors} \\ \text{are meant. Ex: Il descend de nobles AÏEUX, He is} \\ \text{of a noble descent, etc.} \end{array} \right.$
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## PRACTICE.

*Formation of the plural of substantives, which, following the general rule require s in that number; and of those having the same form in the two numbers. (In their copies, learners will mention the plural form, the gender of those substantives, and pronounce distinctly the syllables composing them.)*

Man; block; anvil; woman; girl; father; dog; son; mother; insult: rooster; ox; truth; cow; wolf; whale; mare; bear; elephant; lion; mouse; tree; child; palace; idol; abyss; hillock; orange; storm; winter; ante-chamber; proscenium; mole; snake; cameleopard; bread (*pain, M*); donkey; daughter; meat (*vian-de, F*); deer; hen; rhinoceros; dirt; sentinel; fork (*four-chet-te, F*); foam; watering-pot; ivory; vegetable; house; sun; watch; table; candle; staff (*bâ-ton, M*); candle-stick: fire; conflagration; fancy (*i-ma-gi-na-tion, F*); hotel; altar; starch; caterpillar; worm; verse (*vers, M*); nail; lightning; provisions; anchor; ink (*en-cre, F*); work; interval; baluster; wine (*vin M*); armistice; anchovy; clay; fruit (*fruit, M*); cucumber; cigar; mother-of-pearl; inkstand; lioness; water-spout (*trombe, F*); weasel; fly; obelisk; cross (*croix, F*).

*Formation of plural of substantives ending in AU or EU in the singular; and of others ending in OU in the same number, requiring s or x in the plural.*

Hat (*cha-peau, M*); picture; fire; boat (*ba-teau, M*); jewel; cabbage; sprig (*ra-meau, M*); pebbles; knife (*cou-teau, M*); owl; nail; bolt: knee (*ge-nou, M*); pulse; louse; kid (*che-vreau*); cask (*ton-neau, M*); water (*eau, F*); gruel, (*gru-au, M*); castle (*château, M*); leek (*por-reau*); hole (*trou, M*); sharper (*fi-lou, M*); cough (*toux, F*); net (*ré-seau, M*); scourge (*flé-au*); hair (*che-veu, M*); crazy (*fou, M*); game (*jeu, M*); badger (*blai-reau*); bull (*tau-reau*); tinder; sparrow (*moi-neau, M*); piece (*mor-ceau, M*); nephew (*ne-veu*); hamlet (*ha-meau, M*); bird (*oi-seau, M*); hammer (*mar-teau, M*); holy (*houx, M*); todd (*cra-pau, M*); skin (*peau, F*); calf (*veau, M*).

*Plural of substantives inflected in AL or AIL, in the singular, ending in AUX, ALS, or AILS in the plural, and those having two FORMS according to their acceptation and number.*

General, (*gé-né-ral*); blacksmith (*ma-ré-chal*); evil; carnival; jackal; hospital; cantal; horse; enamel; corporal (*ca-po-ral*); fan;

garlic; air-hole; church entrance; endorsement; rudder; admiral (*a-mi-ral*); seraglio (*sé-rail, M*); ball; lease; cardinal (*car-di-nal*); cochineal fig-tree; work; treat; cattle; heaven; sky; canal (*ca-nal, M*); lantern (*fan-al, M*); eye; sky; ancestor; testers for beds; grandfather; oval window; metal (*mé-tal, M*); cat's eyes; channel (*che-nal, M*); vale (*val, M*); coral (*co-rail, M*); arsenal (*ar-se-nal, M*); shawl (*schal-le, M*); iron wire (*ar-chal, M*); sea unicorn (*nar-val, M*).

## COMPLEMENTS OF SUBSTANTIVES.

Words completing the signification of substantives are called complements; preceded by the preposition *DE*, in French, they are placed always after the words they limit or explain, corresponding generally to adjectives in English.

*L'homme de science, The man of science, or the scientific man.*

The preposition *A*, in French, is used to connect two substantives forming compound words:

Moulin-à-vent,	Bateau-à-vapeur,	Dé-à-coudre,	Dé-à-jouer,
Windmill,	steamboat,	thimble,	dice.

## PRACTICE.

*On Complements of Substantives in French.*

Bou-lan-ger,	Baker.	Drap, <i>M</i> ,	Cloth.
Pier-re, <i>F</i> ,	Stone.	Fil, <i>M</i> ,	Thread.
Boi-te, <i>F</i> ,	Box.	Can-ne, <i>F</i> ,	Cane.
Bois, <i>M</i> ,	Wood, frame.	Ha-bit, <i>M</i> ,	Coat.
Vil-le, <i>F</i> ,	Town.	Ro-be, <i>F</i> ,	Gown.
Soie, <i>F</i> ,	Silk.	Bou-cher,	Butcher.
	Cadre, <i>M</i> ,	Frame.	

Bakers' bread. Gold watch. Stone houses. Picture frames. Ivory box. Olive oil. Scientific men. Town clock. Frame house. Ivory fans. Silver fork. Steel knives. Bakers' stall. Iron fork. Tin watering-pot. Granite palace. Man's glory. Elephant tooth. Marble house. Frame staircase. Ebony cane. March wind. Mother's wishes. Children's plays. Men's coats. Girls' gowns. Corn bread. Crystal palace. Stone castles. Silk gowns. Marble church entrance. Silk shawl. Ebony cupboard. Silk thread. Granite church entrances. Iron staircases. Cats' eyes. Oval windows. Bed testers. Tin lantern. Marble horses. Silk hats.



## ARTICLE.

There is a single article in French having three different forms:

LE, placed before substantives masculine singular,	} answering to <i>the</i> .
LA, before substantives feminine singular,	
LES, before substantives of either genders when plural,	

The forms of the article, in French, are liable to two changes: ELISION, and CONTRACTION. The gender and number of these forms depend always on substantives they precede. The office of the ARTICLE is to announce that NOUNS are used DETERMINATELY, but does not DETERMINE them. The ELISION consists in the dropping of the vowels A, E, before words beginning with a vowel or H mute, to prevent the disagreeable sound produced by the meeting of two vowels. An apostrophe (') in that case, replaces the dropped vowel. With elision we write and say:

L'esprit, l'homme, l'humanité, for: *le* esprit, *le* homme, *la* humanité.

The CONTRACTION is the union or blending of the forms LE, LES, *the*, of the French article, with one of the prepositions A or DE, *to*, *of*, answering to: *to the*, *of the*, in English.

With contraction we say:

Au pain,	} Instead of	} à <i>le</i> pain,	} answering	} { <i>to the bread.</i>						
Aux fruits,					} à <i>les</i> fruits,	} to, in	} { <i>to the fruits.</i>			
Du pain,								} <i>de le</i> pain,	} English:	} { <i>of the bread.</i>
Des fruits,										

CONTRACTIONS do not take place before FEMININE substantives; nor before MASCULINE words in the SINGULAR, when they begin with a vowel or H mute.

In such cases we say with elision:

À l'éclat, à l'honneur, instead of, au éclat, au honneur.

De l'éclat, de l'honneur, " du éclat, du honneur.

*To the brightness, to the honor, of the brightness, of the honor.*

## PRACTICE.

All the preceding exercises on the gender, number, and complements of substantives, must be used in the practice of the *determinate* article, DEFINITE in English.



1. LE, L' LA, L', LES, answering to: THE, before nouns employed for *subjects* or *direct complements* of verbs:

L'homme marche, Je vois      *Man walks, I see the man.*

l'homme,

La femme parle, nous croyons      *The woman speaks, we believe*  
la femme,      *the woman.*

L'amitié charme, J'apprécie      *Friendship charms, I appreciate*  
l'amitié,      *friendship.*

La viande est bonne, J'aime la      *Meat is good, I like meat.*  
viande.

2. AU, A L', A LA, A L', AUX, answering to: TO THE, before nouns *indirect objects* of neuter verbs:

Je vais au jardin, à la ville,      *I go to the garden, to the*  
aux vendanges,      *town, to the vintage.*

Il parle à l'homme, à la      *He speaks to the man, to the*  
femme, aux enfants,      *woman, to the children.*

3. DU, DE L', DE LA, DE L', DES, answering to: OF THE, FROM THE, before nouns *indirect objects* of the same verbs:

Je viens du jardin, de la ville,      *I come from the garden, from*  
the town.

Nous parlons de l'homme, de      *We speak of the man, of the*  
la femme, du garçon, des      *woman, of the boy, of the*  
enfants,      *children.*

4. DU, DE L', DE LA, DE L', DES, answering to: SOME, ANY, before nouns of a *partitive meaning* employed for *subjects* or *direct complements* of ACTIVE verbs. Combined with negation answering to *pas de*, *aucun*, none, not—*any* has no *partitive meaning*.

Du pain et de la viande sont      *Bread and meat are necessary.*  
nécessaires,

Nous avons de l'or et de l'ar-      *We have some gold and silver.*  
gent,

Il n'a pas d'argent,      *He has not any money.*

#### TO TEACHERS.

Explain what is meant by DETERMINATE, INDETERMINATE, PARTITIVE, and NEGATIVE sense (see Complete Course, N. 1178, bis), and maintain these exercises till pupils use with facility BEFORE NOUNS, SUBJECTS or COMPLEMENTS of verbs, all the forms of the

determinate article, either elided, combined or blended with the prepositions A, and DE employed in DETERMINATE or PARTITIVE cases.

#### ON PARTITIVE AND DETERMINATE SENSE,

in which substantives are employed PARTITIVELY, for subjects or complements of ACTIVE verbs; or DETERMINATELY, as complements of substantives and NEUTER verbs.

We must eat some bread and meat. We love and cherish (*chérir*) children. They have horses. They come from the garden. Peter (*Pier-re*) goes to the house. Some bread is necessary. Have you any money? We do not speak of bread, but of meat. Give us some water? You have had stone and brick houses. Some men have arrived. I eat an orange. I like the taste of fruits. Man is a reasonable creature. They eat meat. They must have books. Man walks. The daughter is loved by (*de*) the mother. The color of the sky. Man's honor and virtue. Let us have books. We have not any bread. Elephants are animals from Asia and Africa. We speak of man and not of animals. We must have hospitals. Canals are useful (*u-ti-les*). I see marble palaces.

When learners will understand perfectly the principles upon which are based the preceding examples, they must be accustomed to compose sentences of their own, and make practical applications of those principles.

For more complete theories, see our Complete Course, page 238. Syntax of the article.

#### ADJECTIVE.

There are two kinds of adjectives: *qualifying* and *determinative*.

##### *Qualifying Adjectives.*

To express their quality, QUALIFYING ADJECTIVES are added to the substantives they modify:

Bon, beau, sage, grand, coura-	Good, handsome, wise, great,
geux,	courageous.

Adjectives have neither gender nor number. Nevertheless, in French, to mark a closer connection with the substantives they qualify or determine, their *endings* or *terminations* are variable. This is called AGREEMENT, as shown in the following examples:

Un homme prudent,	<i>A prudent man.</i>
Une femme prudente,	<i>A prudent woman.</i>
Des hommes prudents,	<i>Prudent men.</i>
Des femmes prudentes,	<i>Prudent women.</i>

*Formation of the feminine of French Adjectives.*

To assume a feminine form, every masculine adjective requires E mute:

Masc. form:	sensé } grand } petit }	Fem. form:	{ sensée, <i>reasonable.</i> grande, <i>great, large or tall.</i> petite, <i>small, little or short.</i>
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The exceptions to this rule are as follows:

1. Adjectives ending in the masculine in E mute, remain the same in both genders:

Honête, aimable, fidèle, pauvre, *Honest, amiable, faithful, poor.*

2. Adjectives ending in EL, EIL, IEN, ON, ET in the masculine, have their feminine in ELLE, EILLE, IENNE, ONNE, ETE. That is to say: They double their last consonant and adopt E mute.

Yet, the following adjectives:

Complet, <i>complete.</i> Concret, <i>coagulate.</i>	} are in the fem.	{	Complète, <i>concrète.</i>
Discret, <i>discrete.</i> Secret, <i>secret.</i>			Discrète, <i>secrète.</i>
Inquiet, <i>unquiet.</i> Replet, <i>satiated.</i>			Inquiète, <i>replète.</i>

Viz.: They do not double their final consonant, but require a grave accent (̀) on the antepenultimate E.

3. The adjectives:

Nul, <i>void.</i>	Sot, <i>dunce.</i>	Gras, <i>fat.</i>
Gentil, <i>pretty.</i>	Vieillot, <i>oldish.</i>	Las, <i>tired.</i>
Bellot, <i>nice.</i>	Bas, <i>low.</i>	Epais, <i>thick.</i>
Paysan, <i>countryman.</i>		Gros, <i>big.</i>

are in the feminine: Nulle, gentille, bellotte, sottte, viellote, paysanne, basse, grasse, lasse, épaisse, grosse. Viz: They double the last consonant and add E mute.

4. Adjectives ending in F or X, form their feminine in VE or SE. Such are:

Neuf } Heureux } Jaloux }	which are in the feminine		{ Neuve, <i>New.</i> Heureuse, <i>Happy.</i> Jalouse, <i>Jealous.</i>
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Viz.: They change F into V; X into S, and adopt E mute according to general rule.

Yet the adjectives:

Doux, <i>Sweet.</i>	} are in their feminine forms	Douce.
Faux, <i>False.</i>		Fausse.
Prefix, <i>Prefix.</i>		Prefixe.
Roux, <i>Reddish.</i>		Rousse.
Vieux, <i>Old.</i>		Vieille.

5. The adjectives:

Jumeau, <i>twin (male).</i>	} are in the feminine	Jumelle.
Beau, <i>handsome.</i>		Belle.
Nouveau, <i>new.</i>		Nouvelle.
Fou, <i>crazy.</i>		Folle.
Mou, <i>soft.</i>		Molle.

REMARK.—Bel, nouvel, fol, mol, before words beginning with a vowel or H mute, replace beau, nouveau, fou, mou:

Bel oiseau, nouvel habit,	<i>Fine bird, new coat.</i>
Fol amour, mol édreton,	<i>Foolish love, soft down.</i>

6. The adjectives:

Aigu, <i>sharp.</i>	} are in the feminine	Aiguë.	} Viz.: they require a diæresis (· ·) on E.
Ambigu, <i>ambiguous.</i>		Ambiguë.	
Contigu, <i>contiguous.</i>		Contiguë.	
Exigu, <i>small.</i>		Exiguë.	

7. The adjectives:

Blanc, franc, sec, frais, ammoniac, public, caduc, Turc, Grec, long, bénin, malin, coi, favori, devin, etc.,	<i>White, frank, dry, fresh, ammoniac. public, old, Turk, Greek, long, benign, mischievous, quiet, favorite, sooth-teller,</i>
--	--

are in their feminine form: *blanche, franche, sèche, fraîche, ammoniacque, publique, caduque, Turque, Grecque, longue, bénigne, maligne, coite, favorite, devineresse.*

For masculine adjectives ending in EUR, having two feminine forms, see Complete Course, N. 340.

#### PRACTICE.

Formation of the feminine of French adjectives, including the general rule to the third exception. This and the following must be memorized under the two forms *M* and *F*.



*Complete*, com-plet; *sensible*, sen-sé; *such*, tel; *country-man*, pay-san; *great*, grand; *honest*, hon-nête; *equal*, é-gal; *dunce*, sot; *little*, pe-tit; *amiable*, ai-ma-ble; *pretty*, gen-til; *faithful*, fi-dè-le; *low*, bas; *big*, gros; *poor*, pau-vre; *oldish*, old, vieil-lot; *discreet*, dis-cret; *ancient*, an-cien; *learned*, ins-truit; *good*, bon; *unquiet*, in-quiet; *tired*, las; *dumb*, mu-et; *coagulated*, con-cret; *secret*, se-cret; *young*, jeu-ne; *fat*, gras; *satiated*, re-plet; *nice*, bel-lot.

On the fourth, fifth, sixth and seventh exceptions.

*Widower*, veuf; *male twin*, ju-meau; *new*, neuf; *old*, vieux; *happy*, heu-reux; *false*, faux; *handsome*, beau; *jealous*, ja-loux; *reddish*, roux; *new*, nou-veau; *fine*, bel; *sweet*, doux; *crazy*, fou; *prefix*, pré-fix-e; *soft*, mou; *new*, nou-vel; *white*, blanc; *soft*, mol; *sharp*, ai-gu; *crazy*, fol; *frank*, franc; *ambiguous*, am-bi-gu; *dry*, sec; *contiguous*, con-ti-gu; *fresh*, frais; *small*, ex-i-gu; *ammoniac*, am-mo-ni-ac; *soothsayer*, de-vin; *public*, pu-blic; *favorite*, fa-vo-ri; *caduque*, old, ca-duc; *long*, long; *Turk*, Ture; *Greek*, Grec.

#### TO TEACHERS.

Once familiarized with the preceding exercises, set learners to use the same adjectives under their two forms in qualifying nouns of different genders:

Le livre complet. Une chose complète. L'homme veuf. La femme veuve. Des hommes bons. Des femmes bonnes, aux enfants sages, etc.

#### FORMATION OF THE PLURAL OF ADJECTIVES.

Either masculine or feminine, in French, adjectives form their plural by adding s.

Bon, bonne, bons, bonnes, aimable, aimables, good, amiable.

*Exceptions to this rule.*

1. Adjectives ending in s or x are the same in their plural masculine form. Such are: gris, épais, heureux, doux; gray, thick, happy, etc.

Un chapeau gris, des chapeaux gris, A grey hat, grey hats.

Un nuage épais, des nuages épais, A thick cloud, thick clouds.

Un sirop doux, des sirops doux, A sweet syrup, sweet syrups.

Un homme heureux, des hommes heureux, A happy man, happy men.



2. When ending in AU, adjectives form their plural masculine in adding X:

Beau, nouveau, jumeau,	<i>Handsome, new, twin.</i>
De beaux discours,	<i>Handsome speeches.</i>
Des enfants jumeaux,	<i>Twin children.</i>
Des livres nouveaux,	<i>New books.</i>

The feminine forms: *belle, jumelle, nouvelle*, according to general rule add S.

3. Adjectives ending in AL form their plural MASCULINE some in AUX, which is the greatest number, viz:

Brutal,	Bruteaux,	<i>Rough.</i>
Décimal,	Décimaux,	<i>Decimal.</i>
Egal,	Egaux,	<i>Equal.</i>
Loyal,	Loyaux,	<i>Loyal.</i>
Moral,	Moraux,	<i>Moral.</i>
Matrimonial,	Matrimoniaux,	<i>Matrimonial.</i>
Musical,	Musicaux,	<i>Musical.</i>

Following the general rule others add S. Such are:

Amical,	Amicals,	<i>Friendly.</i>
Fatal,	Fatals,	<i>Fatal.</i>
Final,	Finals,	<i>Final.</i>
Frugal,	Frugals,	<i>Sober.</i>
Glacial,	Glacials,	<i>Frozen.</i>
Matinal,	Matinals,	<i>Early in rising.</i>
Naval,	Navals,	<i>Naval.</i>

Custom allows the endings ALS or AUX, for masculine plural forms with the following adjectives:

<i>Singular.</i>		<i>Plural forms.</i>	
Austral,	<i>Austral.</i>	Australs,	or { Austral. Colossaux. Doctoraux. Ducaux. Frugaux. Nataux.
Colossal,	<i>Colossal.</i>	Colossals,	
Doctoral,	<i>Doctoral.</i>	Doctorals,	
Ducal,	<i>Ducal.</i>	Ducals,	
Frugal,	<i>Sober.</i>	Frugals,	
Natal,	<i>Native.</i>	Natals,	

REMARK.—Each word must be read slowly in order to indicate the syllabic division, and enable learners to refer to the primitive sounds.

The following adjectives ending in AL, are not used in the plural masculine, because they qualify always feminine substantives. Following the general rule they require S in their plural feminine form.

Beneficial,	<i>Beneficial.</i>	<i>Examples:</i>
Canonical,	<i>Canonical.</i>	Ligne diagonale.
Diagonal,	<i>Diagonal.</i>	Physique expérimentale,
Diametral,	<i>Diametral.</i>	answering to:
Expérimental,	<i>Experimental.</i>	<i>Diagonal line; experimental</i>
Médicinal,	<i>Medicinal.</i>	<i>philosophy.</i>

REMARK.—It is optional to maintain or to drop the final T in adjectives ending in ANT, unless they are monosyllabic.

#### COMPLEMENTS OF ADJECTIVES.

Among qualifying adjectives, some convey a complete signification: Bon, beau, grand, vertueux, *good, handsome, great, virtuous*. Others require some words to complete their meaning. Such are: enclin, digne, comparable; *inclined, worthy, comparable*, etc.

Words completing the signification of adjectives are called their complements. Complements are formed with prepositions connecting adjectives with words depending on them. In these examples:

Un homme enclin au vice,	<i>A man inclined to vice.</i>
Une place digne de vous,	<i>A situation worthy of yourself.</i>
Une fortune comparable à la vôtre,	<i>A fortune comparable to yours.</i>
Soldat propre à combattre,	<i>A soldier fit for fighting.</i>

The words *au vice, de vous, à la vôtre, à combattre* are the complements of the adjectives, *enclin, digne, comparable, propre*.

Being preceded by the prepositions *à, de*, those words are *indirect, complements*.

#### PRACTICE.

*Formation of the plural of French Adjectives, and use of their Complements.*

*Fresh, frais; good, bon; grey, gris; rough, bru-tal; friendly, a-mi-cal; thick, é-pais, é-pais-se; decimal, dé-ci-mal, dé-ci-ma-le; fatal, fa-tal; happy, heu-reux, heu-reu-se; final, fi-nal, fina-le; equal, é-gal, éga-le; sweet, doux, dou-ce; sober, fru-gal; loyal,*

loy-al, lo-ya-le; *handsome*, beau, bel-le; *moral*, mo-ral, mo-ra-le; *frozen*, gla-ci-al, gla-ci-a-le; twin, ju-meau, ju-mel-le; *matrimonial*, ma-tri-mo-ni-al, ma-tri-mo-ni-a-le; *new*, nou-veau, nou-vel-le; *early in rising*, ma-ti-nal, ma-ti-na-le; *musical*, mu-si-cal, mu-si-ca-le; *naval*, na-va-le; *inclined*, en-clin, en-cli-ne; *austral*, aus-tral, aus-tra-le; *beneficial*, bé-né-fi-ci-al, bé-né-fi-ci-a-le; *colossal*, co-los-sa-le; *canonical*, ca-no-ni-cal, ca-no-ni-ca-le; *doctoral*, doc-to-ral, doc-to-ra-le; *diagonal*, di-a-go-nal, di-a-go-na-le; *worthy*, di-gne (add the prep.); *diametral*, di-a-mé-tral, di-a-mé-tra-le; *ducal*, du-cal, du-ca-le; *sober*, fru-gal, fru-ga-le; *experimental*, ex-pé-ri-men-tal, ex-pé-ri-men-ta-le; *native*, na-tal, na-ta-le; *fit*, pro-pre (add the prep.); *medicinal*, mé-di-ci-nal, mé-di-ci-na-le; *comparable*, com-pa-ra-ble (add the prep.)

*Models for composition on Qualifying Adjectives, in connection with DETERMINATE nouns, used for subjects or complements of verbs.*

Un œuf frais, l'œuf frais, les œufs frais, à l'œuf frais, aux œufs frais, de l'œuf frais, des œufs frais, d'un œuf frais, etc.

Un œuf frais coûte peu ; Je mange un œuf frais, etc.

#### *Determinative Adjectives.*

To determine the signification of substantives, DETERMINATIVE adjectives are used. Like the article, they agree in gender and number with the substantives they precede:

Ma maison,	<i>My house.</i>
Cette plume,	<i>That pen.</i>
Notre père,	<i>Our father.</i>

There are four kinds of determinative adjectives: numeral, demonstrative, possessive, indefinite.

#### *Numeral Adjectives.*

Numeral adjectives determine the signification of substantives, adding to them ideas of number or order:

Un homme, une femme,	<i>A man, a woman.</i>
Un premier étage, un second étage,	<i>A first floor, a second floor.</i>

There are two kinds of numeral adjectives: *Cardinal* and *ordinal*.

*Numeral cardinal* adjectives express number:

Un, deux, trois, quatre, cinq, six, etc. *One, two, three, four, five, six, etc.* Un, une, *one* is alone variable in gender.

*Numeral ordinal* adjectives mark order or rank: they agree in gender and number with the substantives they determine:

Le premier fruit, les premiers fruits, *The first fruit, the first fruits.*

La première fleur, les premières fleurs, *The first flower, the first flowers.*

#### TABLE OF NUMERAL ADJECTIVES.

Un, une, (Cardinal).....	1	Premier, première (Ordinal) .....	1st.
deux .....	2	deuxième .....	2d.
trois .....	3	troisième .....	3d.
quatre .....	4	quatrième .....	4th.
cinq .....	5	cinquième .....	5th.
six .....	6	sixième .....	6th.
sept .....	7	septième .....	7th.
huit .....	8	huitième .....	8th.
neuf .....	9	neuvième .....	9th.
dix .....	10	dixième .....	10th.
onze .....	11	onzième .....	11th.
douze .....	12	douzième .....	12th.
treize .....	13	treizième .....	13th.
quatorze .....	14	quatorzième .....	14th.
quinze .....	15	quinzième .....	15th.
seize .....	16	seizième .....	16th.
dix-sept .....	17	dix-septième .....	17th.
dix-huit .....	18	dix-huitième .....	18th.
dix-neuf .....	19	dix-neuvième .....	19th.
vingt .....	20	vingtième .....	20th.
vingt et un .....	21	vingt et unième .....	21st.
vingt-deux, etc. ....	22	vingt deuxième, etc. ....	22d.
trente .....	30	trentième .....	30th.
trente et un .....	31	trente et unième .....	31st.
trente-deux, etc. ....	32	trente-deuxième, etc. ....	32d.
quarante .....	40	quarantième .....	40th.
quarante et un .....	41	quarante et unième .....	41st.
quarante-deux, etc. ....	42	quarante deuxième, etc. ....	42d.
cinquante .....	50	cinquantième .....	50th.
cinquante et un .....	51	cinquante et unième .....	51st.
cinquante-deux, etc. ....	52	cinquante-deuxième, etc. ....	52d.
soixante .....	60	soixantième .....	60th.
soixante et un, etc. ....	61	soixante et unième .....	61st.
soixante-dix or septante .....	70	soixante-dixième or septantième .....	70th.
soixante-onze or septante et un .....	71	soixante-onzième or septante et unième .....	71st.



soixante-douze <i>or</i> septante-deux .....	72	soixante-douzième <i>or</i> septante-deuxième .....	72d.
soixante-treize <i>or</i> septante-trois .....	73	soixante-treizième <i>or</i> septante-troisième .....	73d.
soixante-quatorze <i>or</i> septante-quatre .....	74	soixante-quatorzième <i>or</i> septante-quatrième ..	74th.
soixante-quinze <i>or</i> septante-cinq .....	75	soixante-quinzième <i>or</i> septante-cinquième .....	75th.
soixante-seize <i>or</i> septante-six .....	76	soixante-seizième <i>or</i> septante-sixième .....	76th.
soixante-dix-sept <i>or</i> septante-sept .....	77	soixante-dix-septième <i>or</i> septante-septième ...	77th.
soixante-dix-huit <i>or</i> septante-huit, <i>etc.</i> .....	78	soixante-dix-huitième <i>or</i> septante-huitième ...	78th.
quatre-vingts .....	80	quatre-vingtième .....	80th.
quatre-vingt-un .....	81	quatre-vingt-unième .....	81st.
quatre-vingt-deux, <i>etc.</i> .....	82	quatre-vingt-deuxième ...	82d.
quatre-vingt-dix <i>or</i> nonante.	90	quatre-vingt-dixième <i>or</i> nonantième .....	90th.
quatre-vingt-onze <i>or</i> nonante et un .....	91	quatre-vingt-onzième <i>or</i> nonante et unième ...	91st.
quatre-vingt-douze <i>or</i> nonante-deux, <i>etc.</i> .....	92	quatre-vingt-douzième <i>or</i> nonante deuxième ...	92d.
cent .....	100	centième .....	100th.
cent-un .....	101	cent-unième .....	101st.
mille, <i>etc.</i> .....	1000	millième .....	1000th.

### *Demonstrative Adjectives.*

*Demonstrative adjectives* determine the signification of substantives, adding to them ideas of *indication*. They agree always with the words they *determine* and *precede*.

*This, that, Ce, cet*, masculine singular forms.

*This, that, Cette*, feminine “ form.

*These, those, Ces*, plural form for both genders.

*Ce, this, that*, is employed before masculine nouns beginning with a consonant or H aspirate: *Ce livre, ce hameau, That book, this hamlet.*

*Cet, this, that*, is used before masculine nouns beginning with a vowel or H mute: *Cet homme, cet enfant, That man, that child.*

*Ces, these, those*, is used before plural nouns, either masculine or feminine: *Ces hommes, ces femmes, ces amies, Those men, these women, those female friends.*

When the difference between *this* and *that* has to be made in French, the adverbs *ci, là, here, there*, are placed after nouns:



J'ai ce chapeau-ci, Je n'ai pas ce chapeau-là, *I have this hat, I have not that hat.*

The substantive and adverb, in these cases, are connected by a *hyphen* (-).

*Possessive Adjectives.*

Possessive adjectives determine or limit substantives they precede, adding to their signification ideas of POSSESSION or OWNERSHIP, they call to the mind the object possessed and the possessor of that object: the *direct* and *indirect object*:

J'ai mon chapeau, answering to J'ai le chapeau à moi, *I have my hat.*

In this example *le chapeau* is the direct object; *à moi*, understood, but suggested in the mind, is the indirect.

Possessive adjectives agree in gender and number with the nouns they determine or limit. Here we subjoin a table of them:

Sing. Mon *M.* Ma *F.* Plur. Mes *M. F.* *My*, invariable in English.

Ton	Ta	Tes	<i>Thy.</i>
Son	Sa	Ses	<i>His or her.</i>
Notre	Notre	Nos	<i>Our.</i>
Votre	Votre	Vos	<i>Your.</i>
Leur	Leur	Leurs	<i>Their.</i>

Mon chapeau, ma jument, mes blés, *My hat, my mare, my crops of wheat.*

Son père, sa mère, ses sœurs, *His or her father, mother and sisters.*

Notre maison, notre canne, nos hardes, *Our house, our cane, our things.*

Contrary to English syntax, possessive adjectives, in French, agree in gender with substantives they determine, viz: with the OBJECTS POSSESSED. Therefore, speaking of a woman's hat, with the masculine form SON, *his*: answering to her. We say: SON chapeau, *her hat*, because SON determines chapeau, *M. S.*

In this example the *masculine* form in French, answers to the *feminine* in English, but with a different connection.

Before feminine substantives beginning with a vowel or H mute, the possessive adjectives: MON, TON, SON, *my, thy, his*, masculine

singular, are employed instead of feminine forms MA, TA, SA. The *car* requires this EUPHONICAL change.

Mon âme, ton humeur, son épée, standing for: *ma* âme, *ta* humeur, *sa* épée, *My soul*, *Thy humor*, *His sword*.

### *Indefinite Adjectives*

*Indefinite adjectives* determine the signification of substantives, adding to them ideas of GENERALITY. Such are:

Chaque,	<i>Every, each.</i>	Quelque, du, de,	<i>Some, any.</i>
Nul,	<i>None, no.</i>	Plusieurs,	<i>Several, many.</i>
Aucun, pas de,	<i>Not any.</i>	Autre,	<i>Other.</i>
Même,	<i>Self, same.</i>	Tel, certain,	<i>Such, certain.</i>
Tout,	<i>Every, all.</i>	Quel, quelle, etc.,	<i>What, which.</i>
Quelconque,		<i>Whatever, (goes after nouns).</i>	

Aucun élève ne sortira, *No pupil will go out.*  
 Plusieurs soldats seront punis, *Several soldiers will be punished.*  
 Nul des coupables n'échappera, *None of the guilty shall escape.*

Like the forms of the article, DETERMINATIVE adjectives are repeated before each noun they determine.

Mon père, ma mère, mes enfants, *My father, my mother, my children.*

### PRACTICE

#### *On Numeral Adjectives: Cardinal and Ordinal.*

(Learners have to give the French forms as they are indicated in the table, and add a substantive to each).

One, M. First, M. One, F. First, F. Three. Third. Nine. Ninth. Two. Second. Twelve. Twelfth. Six. Sixth. Eleven. Eleventh. Four. Fourth. Eight. Eighth. Ten. Tenth. Five. Fifth. Thirteen. Thirteenth. Twenty. Twentieth. Thirty. Thirtieth. Forty. Fortieth. Forty-one. Forty-first. One-hundred. One hundredth, etc.

#### *On gender and number of Demonstrative Adjectives.*

This, M. S. This, F. S. This, M. S., before vowels or H mute.  
 These, M. P. Those, F. P. That, F. S. Those, M. P. These, F. P. Those, M. P., in contrast with these. This, F. S., in contrast with that. These, F. P., in contrast with those.

*On person, gender, and number of Possessive Adjectives.*

Thy, M. S. Their, F. S. His *or* her, M. S. Thy, F. S. His *or* her, F. P. Thy, M. P. My, M. S. Our, M. P. Thy, F. P. His *or* her, F. S. Your, M. P. Their, M. S. Our, M. S. Your, F. P. Their, M. P. Your, M. S. Thy, F. P. Our, F. P. His *or* her, F. P. My, M. P. Their, F. P. His *or* her, M. P. My, F. S. Our, F. S. Thy, M. P. Their, M. P. My, M. S. Their, F. S. Our, M. S. Their, M. S. Our, F. P.

*On Indefinite Adjectives.*

Every, M. S. Some, F. S. Whatever, M. S. What, F. S. Every, F. S. Not any, M. S. None, M. S. Same, M. P. Other, F. S. Several, M. P. Such, F. S. Every, F. P. Some, M. S. Whatever, F. S. What, M. S. Which, F. P. Not any, F. S. None, M. S. Self, F. P. Other, M. S. Which, M. P. Other, F. P. Such, M. S. Some, F. P. Which, F. S. What, M. P. Some, M. P. What, F. P. Not any, F. P. Self, M. S. Other, M. P. Several, F. P. Such, F. P. Which, M. S. Such, M. P.

All the substantives employed in our preceding exercises, may be used advantageously as the groundwork for practice on QUALIFYING, NUMERAL, DEMONSTRATIVE, POSSESSIVE and INDEFINITE *adjectives* in connection with verbs.

Bel homme, Jolie femme, Ce garçon, Sa fille, Aucun élève, Tel enfant, Premier jour, Un homme. Quelle femme, etc.

*Use of the same in connection with Substantives.*

Thy silk gown. These poor men and poor women. A tree. The second story of the house. Thy black hat. Every boy and every girl must study their lessons. Our books are all instructive and moral. None of those boys are good (*sage*), and none of these small girls are bad. It was not necessary for them to have any money. The first woman was Eve (*Eve*), and the first man Adam. This coat is old, but that hat is new. His *or* her horse is sick. Not any of those girls are fit for that situation (*place*.) Two large olive trees are in my father's garden. Those fruits are not ripe. One soldier has been tried. Your books are all amusing. This table is old. That iron fork is rusty (*rouillé-e*). Yourself will be punished. My silver watch is good. Your brothers and sisters are at church. Some money is necessary. This *or* that picture will be

bought. Their clock strikes (*sonner*). His *or* her father is content. Your friend is learned and sensible. All my friends are happy. Three apples are on (*sur*) the table. Your carriages are sold. These houses are old. That man is my friend, and these men are my enemies. My friendship for that man is dead. The moment of danger is past, and my honor is not stained. Some hope is left in that poor old man, and he may see better days. My soul rejoices.

When these exercises are translated into French and corrected, learners must be shown how to compose other sentences based on the same principles, in which the article, the qualifying and determinative adjectives, are employed according to the general rule of agreement, or with regard to the exceptional cases indicated in our preceding pages. Once well acquainted with the pronunciation of words, their signification and office, they will be fit to understand the precepts of French Syntax contained in our Complete Course.

## PRONOUNS.

Pronouns are words put in the place of substantives, or nouns, to recall their ideas, and to avoid tedious repetitions:

There are five kinds of pronouns: PERSONAL, DEMONSTRATIVE, POSSESSIVE, RELATIVE and INDEFINITE:

*Personal Pronouns.*

These pronouns have received the name of *personal*, because, more than any other pronouns, they seem particularly to represent the three persons.

Personal pronouns are:

*Singular.*

1st person	JE, ME, MOI,	<i>I, me.</i>
2d	“ TU, TE, TOI,	<i>Thou, thee.</i>
3d	“ IL, ELLE, LUI, LE, SE, SOI, EN, Y,	<i>He, him, she, him or her, him or it; him, her or it; of him, of her, or of it; to him, to her, to it.</i>

*Plural.*

1st person	NOUS, de NOUS,	<i>We, us, to us, of us.</i>
2d	“ VOUS,	<i>You, to you, of you.</i>
3d	“ ILS, ELLES, EUX, LES, LEUR, SE, SOI, EN, Y,	<i>They, them, them or to them, them, to them, to them or of them, etc.</i>



The forms *le, la, les, him, her, it, them*, when used as pronouns, are always connected with verbs, as shown in the following examples where they stand for direct complements:

Je le vois (l'homme),	Je le vois	<i>I see him (the man),</i>	<i>I see it (the</i>
(le pont),		bridge).	
Je la vois (la femme),	Je la vois	<i>I see her (the woman),</i>	<i>I see it</i>
(la rivière),		(the river).	
Je les connais (les hommes),	Je	<i>I know them (men),</i>	<i>I know them</i>
les connais (les vices),		(vices).	

Like the forms of the article those pronouns in the singular, are subject to elision.

Je l'aime, nous l'honorons, *I love him, we honor him or her.*

The forms *le, la, les, the*, of the article, on the contrary, always precede substantives:

Le roi, les rois, la reine, les *The king, the kings, the queen,*  
reines, *the queens.*

Indeclinable in number the personal pronoun *leur*, essentially plural, answering to: *à eux, à elles, to them*, must not be confounded with the determinative adjective *leur, leurs*, declinable for number and determining nouns:

Leur pain, leurs livres, *Their bread, their books.*

### *Demonstrative Pronouns.*

*Demonstrative pronouns* recall to mind substantives, adding to them ideas of *indication* or *demonstration*.

*Singular Masculine.*

*Singular Feminine.*

Ce, ceci, cela or çà, celui,

Celle, *This, that.*

*Plural Masculine.*

*Plural Feminine.*

Ceux, ceux-ci.

Celles, celles-ci, *These, those.*

### *Possessive Pronouns.*

*Possessive pronouns* recall substantives, adding to them ideas of *possession* or *ownership*: They adopt the *gender, person* and *number* of substantives which they represent.



*Singular Masculine.*

1st person	Le mien,
2d    "	Le tien,
3d    "	Le sien,

*Singular Feminine.*

La mienne,	<i>Mine.</i>
La tienne,	<i>Thine.</i>
La sienne,	<i>His, hers, its.</i>

*Plural Masculine.*

1st person	Les miens,
2d    "	Les tiens,
3d    "	Les siens,

*Plural Feminine.*

Les miennes,	<i>Mine.</i>
Les tiennes,	<i>Thine.</i>
Les siennes,	<i>His, hers, its.</i>

} Invariable  
for number  
in English.

*Masculine, Feminine, Singular.*

1st person	Le nôtre, La nôtre,	<i>Ours.</i>	Les nôtres,	<i>Ours.</i>
2d    "	Le vôtre, La vôtre,	<i>Yours.</i>	Les vôtres,	<i>Yours.</i>
3d    "	Le leur, La leur,	<i>Theirs.</i>	Les leurs,	<i>Theirs.</i>

*Masculine, Feminine, Plural.*

REMARK.—Possessive pronouns, in French, are always preceded by the forms of the determinate article, *le, la, les, the*, which are integral parts of them. They require the circumflex accent on *Ô*, in *nôtre, vôtre*, to distinguish them from the possessive adjectives.

*Relative Pronouns.*

On account of their close connection with some substantives or pronouns, the following words have received the denomination of *relative pronouns*.

*Singular Masculine.*

Qui, que, quoi, lequel, où, au-quel duquel, dont,	<i>Who, whose, which</i> (for persons), <i>which, that</i> (for things and pers.).
---	---

*Singular Feminine.*

Qui, que, laquelle, a laquelle, de laquelle, dont,	<i>Whom, which, to which, of which.</i>
--	---

*Plural Masculine.*

Qui, que, lesquels, desquelles, dont,	<i>Whom, which, of which, of whom.</i>
---------------------------------------	--

*Plural Feminine.*

Qui, que, lesquelles, dont, etc.	<i>Whom, which, of which, of whom, etc.</i>
----------------------------------	---

La seule chose *qui* nous reste, *The only thing that is left us.*

Le seul espoir *que* nous ayons, *The only remaining hope.*

Le but *où* je tends, *The object I intend to attain.*

Ce sont les enfants *dont* nous      *They are the children of whom we*  
parlons, etc.,                              *speak, etc.*

From the last example we see, that, when used as *indirect objects*, like other pronouns, relative pronouns combine with prepositions.

Whether substantive or pronoun, the preceding word, with which the relative pronoun is connected is called the *antecedent* of the relative. Relative pronouns always agree in gender, number and person with their antecedent:

Il y a des enfants *qui* aiment les      *Some children like books.*  
livres,

Les richesses *que* nous recher-      *The riches we seek are perishable.*  
chons sont fragiles,

L'homme bon n'est pas celui      *The honest man is not the most*  
*dont* on parle le plus,                      *popular.*

In the preceding examples the pronouns *qui*, *que*, *dont*, not expressed in English, have for antecedent: *enfants, richesses, celui*.

The pronoun *qui*, *who*, is often without apparent antecedent; in those cases a substantive or a pronoun is understood: *qui parle?* answering to: *la personne qui parle est quelle PERSONNE?* example in which *quelle* determines the substantive *PERSONNE* understood.

### *Indefinite Pronouns.*

*Indefinite pronouns* indicate vaguely persons or things, whose idea they recall into our mind. Such are:

On, quiconque, quelqu'un, cha- <i>We, they or people; whoever, some</i> cun, chacune, l'autre, l'un, <i>one, each, the other, one, the</i> l'autre, l'une et l'autre, les <i>others, both, to others, no-</i> uns et les autres, autrui, <i>body, etc.</i> personne, etc.,
--

They are indefinite pronouns when used absolutely, that is to say, not preceding nouns as some may in practice:

On dit, on vient, on patine,      *It is said, people come, they are*  
    *dancing.*

REMARK.—Nul, certain, plusieurs, tel, *no, none, certain, several, such, etc.*, indefinite adjectives, are indefinite pronouns when used without substantives. (See page 131.)

Aucun n'a répondu,	<i>None have answered.</i>
Nul n'est de mon avis,	<i>Nobody is of my opinion.</i>
Plusieurs pensent que oui,	<i>Several think it is so.</i>

*Complements of pronouns.*

Like substantives or adjectives, pronouns may require complements to complete their signification.

Complements of pronouns are composed of the preposition *de*, *of* joined to some words depending on the meaning of the sentence:

Chacun <i>de</i> vous a tort,	<i>Each of you, is wrong.</i>
La crainte de contrarier et celle de déplaire sont naturelles,	<i>The fear of contradicting people, and that of displeasing, are natural.</i>

In the preceding examples: *de vous*, *de déplaire*, are the complements of *chacun*, *celle*.

PRACTICE.

*General use of Pronouns.*

Like substantives, pronouns may be employed for SUBJECTS or COMPLEMENTS.

PERSONAL pronouns used for SUBJECTS.

JE	I	1 pers. M or F. S.	Je chante,	<i>I sing.</i>
TU	Thou	2 " M or F. S.	Tu parles,	<i>Thou speakest.</i>
IL	He	3 " M. S.	Il mange,	<i>He eats.</i>
ELLE	She	3 " F. S.	Elle étudie,	<i>She studies.</i>
ON	It, we, they	3 " indeclinab.	On dit,	<i>It is said, we or people say.</i>

The pronouns *MOI*, *TOI*, *LUI*, *ELLE*, *I*, *thee*, *he*, *her*, are used in PLEONASMS as duplicate subjects: Je chante *MOI*; Tu parles *TOI*; Il mange *LUI*; Elle étudie *ELLE*.

NOUS	We	1 pers. M or F. P.	Nous chantons,	<i>We sing.</i>
VOUS	You	2 " M or F. P.	Vous parlez,	<i>You speak.</i>
ILS	They	3 " M. P.	Ils mangent,	<i>They eat.</i>
ELLES	They	3 " F. P.	Elles étudient,	<i>They study.</i>

*NOUS*, *VOUS*, *EUX*, *ELLES*, answering to: *ourselves*, *yourselves*, *themselves*, are employed also for duplicate subjects: Nous chantons *NOUS*; Vous parlez *VOUS*; Ils mangent *EUX*, etc.

PERSONAL *pronouns used for* DIRECT COMPLEMENTS.

ME	Me	1 per.	M or F. S.	Je me vois, <i>I see me, or see myself.</i>
MOI	Me	1	" M or F. S.	Vois-MOI, <i>See me.</i>
TE	Thee	2	" M or F. S.	Il TE voit, <i>He sees thee.</i>
TOI	Thee	2	" M or F. S.	Vois-TOI, <i>See thee.</i>
LE	Him	3	" M. S.	Je LE crois, <i>I believe him.</i>
LA	Her	3	" F. S.	Il LA croit, <i>He believes her.</i>
LE, LA	It	3	" M or F. S.	Il LE voit, il LA voit, <i>He sees (pers. or things.) it (the tree), he sees it (the house.)</i>
SE	Himself	3	" M. S.	Il s'estime, <i>He esteems himself.</i>
SE	Herself	3	" F. S.	Elle s'estime, <i>She esteems herself.</i>
NOUS	Us	1	" M or F. P.	Tu NOUS dois, <i>Thou owest us.</i>
VOUS	You	2	" M or F. P.	Il VOUS voit, <i>He sees you.</i>
LES	Them	3	" M or F. P.	Nous LES voyons, <i>We see (pers. or things). them (the men, the women, the trees).</i>
SE	Themselves	3	" M or F. P.	Ils or elles s'estiment, <i>They esteem themselves.</i>

PERSONAL *pronouns used for* INDIRECT COMPLEMENTS.

ME	To me	1 p.	M or F. S.	Il ME parle, <i>He speaks to me.</i>
MOI	To me		M or F. S.	Parle-MOI, <i>Speak to me.</i>
TE	To thee	2 p.	M or F. S.	Elle TE parle, <i>She speaks to thee.</i>
TOI	To thee or thyself		M or F. S.	Donne-TOI, <i>Give to thyself.</i>
LUI	To him, to her	3 p.	M or F. S.	Il LUI parle, <i>He speaks to him or to her.</i>
SE	To himself or to hers'f	3 p.	M or F. S.	Il SE donne, elle SE donne, <i>He gives to himself, or to herself.</i>
EN	Of him, her, them, it		indeclin'ble	J'EN parle, <i>I speak of him, of her, of them.</i>
Y	Of him, her, them, it		indeclin'ble	Nous Y pensons, <i>We think of him, her, them, it.</i>



NOUS	To us	1 p. M or F. P.	Vous NOUS par-	<i>You speak to us.</i>
			lez,	
VOUS	To you	2 p. M or F. P.	Nous VOUS don-	<i>We give to you.</i>
			nons,	
LEUR	To them	3 p. indeclin'ble	LEUR avez-vous	<i>Have you spoken</i>
			parlé,	<i>to them?</i>

REMARK.—1. Representing *direct* objects the pronoun EN is a DIRECT object or complement; it is *indirect* in the other case. See our remark on the pronouns DONT, EN, page 147.

Avez-vous DU PAIN? J'EN ai. *Have you any bread? I have some.*

2. The personal pronouns ME, TE, TOI, NOUS, VOUS, SE, are used sometimes for DIRECT complements, and at others for INDIRECT.

3. When verbs are in the imperative mode, personal pronouns used for complements stand *after* verbs, in French; in other modes they are placed before them.

Distinction to be made between ATTRIBUTES of subjects and COMPLEMENTS of verbs.

The substantive verb, ÊTRE, *to be*, it has been said, page 59, does not require complements, its signification being always complete. Coming after that verb under the form of direct complements, words are the ATTRIBUTES of subjects whose QUALITIES or different MODES of existence they represent. When preceded by prepositions, those same words are INDIRECT complements of some attributes understood:

Je suis HEUREUX,	<i>I am happy.</i>
Tu es D'UN CARACTÈRE aimable,	<i>Thou art endowed with an amiable temper.</i>

In the first example, expressing the quality or mode of existence in the subject, HEUREUX is the attribute of JE, *I*, subject of the proposition. In the second, the attribute DOUÉ, *endowed*, understood in French, represents the mode of existence of the subject TU, *thou*, by means of its indirect complements D'UN CARACTÈRE.

ATTRIBUTES, therefore, express the QUALITIES or the different MODES of existence allotted to subjects; complements, on the contrary, complete the signification of verbs, and represent the PERSONS or THINGS suffering or bearing the action ASSERTED by these.



J'aime Dieu,

*I love God.*

L'homme vit sur la terre,

*Man lives on the earth.*

Here, DIEU, object of the affection, is the direct complement of AIMER, *to love*; SUR LA TERRE, *on the earth*, passive agent, is the indirect complement of MARCHER, *to walk*.

SUBJECTS, on the contrary, represent the PERSONS or THINGS performing the action ASSERTED by the verb. Representing the main IDEA in the thought, they generally precede verbs, though, through inversion, they may come after them and be preceded by ATTRIBUTES:

C'est moi qui parle,

*It is I who am speaking.*

In this example, performing the action asserted by the verb ÊTRE, *to be*, MOI, *I*, is the real SUBJECT. QUI PARLE, *who am speaking*, incidental proposition, is the logical complement of the subject. EST, *is*, is the verb. CE, *it*, answering to: CELA, LA CHOSE, *that, the thing*, though standing before the verb, is the ATTRIBUTE of the subject, *its mode of existence*.

Common to the two languages, the direct construction of the preceding IDIOM, or use of words against the common rules of GENERAL SYNTAX, answers to: moi, qui parle, EST cela; *I, who am speaking, is that*.

Example, in which, employed in the third person, the verb ÊTRE, *to be*, does not agree in person with its subject MOI, *I*, pronoun of the FIRST person singular.

The preceding lines are indispensable to the complete comprehension of what follows about subject, verb, attributes, and complements.

*Demonstrative pronouns employed for subjects when determined by the adverbs CI, LÀ.*

CE	It	M. S.	C'est (appartenant) à moi,	<i>It is mine.</i>
CECI	This	M. S.	Ceci m'appartient,	<i>This belongs to me.</i>
CELA	That	M. S.	Cela est (appartenant) à elle,	<i>That is hers.</i>
CELUI-CI	This one	M. S.	Celui-ci est bon,	<i>This (one) is good.</i>
CELLE-LÀ	That one	F. S.	Celle-là est jolie,	<i>That is pretty.</i>

CEUX-CI	These	M. P.	Ceux-ci chantent	<i>These sing.</i>
CELLES-LÀ	Those	F. P.	Celles-là pleurent,	<i>Those cry.</i>

REMARK.—It is seen by what precedes, that, unconnected with the adverbs CI, LÀ, the pronouns CELUI, CELLE, CEUX, CELLES, *this, that, these, those*, are words of indeterminate signification. Therefore, to complete their meaning, they must be always followed by relative pronouns SUBJECTS or COMPLEMENTS of incidental propositions depending on PRINCIPALS, in which CELUI, CELLE, etc., incomplete subjects, are determined and completed by those incidental propositions:

Celui, QUI aime son père, sera béni,	<i>He, who loves his father, will be blessed.</i>
La lettre QUE J'attendais est arrivée,	<i>The letter I expected has arrived.</i>

In these examples the incidentals QUI AIME SON PÈRE, que J'ATTENDAIS, determine the signification of the principals: CELUI SERA BÉNI, LA LETTRE EST ARRIVÉE, sentences where the incomplete subjects CELUI, LETTRE, require the incidental propositions: QUI AIME SON PÈRE, QUE J'ATTENDAIS, to have a satisfactory and full meaning.

Demonstrative pronouns employed for subjects of principal propositions INCOMPLETE, and determined by incidental determinative:

Celui qui travaille prospère,	<i>He, who works, prospers.</i>
Celle qui est vertueuse sera estimée,	<i>She who is virtuous will be esteemed.</i>
Ceux qui nuisent aux autres sont haïs,	<i>Those injuring others are hated.</i>
Cellesque j'aime sont instruites,	<i>Those I love are learned.</i>

DEMONSTRATIVE pronouns used for DIRECT complements.

CECI	This	3 p. M. S.	Nous avons CECI,	<i>We have this.</i>
CELA	That	3 p. M. S.	Ils donnent CELA	<i>They give that.</i>
CELUI	This or that one	3 p. M. S.	Vous avez celui, (qui)	<i>You have this or that one, which.</i>
CELLE	This or that one	3 p. F. S.	Tu as celle, (que)	<i>Thou hast this or that one, which.</i>

CEUX	These or those	3 p. M. P.	J'aime ceux-ci, <i>I like these or</i> <i>ou ceux-là, those.</i>
CELLES	These or those	3 p. F. P.	Prenez celles-ci, <i>Take these or</i> <i>ou celles-là, those.</i>

DEMONSTRATIVE pronouns used for INDIRECT complements.

CECI	This	3 p. M. S.	Je parle DE ceci, <i>I speak of that.</i>
CELA	That	3 p. M. S.	Vous parlerez <i>You will speak of</i> DE cela, <i>that.</i>
CELUI	This or that one	3 p. M. S.	Je succède À ce- <i>I succeed to this</i> lui-ci <i>ou À ce- or to that.</i> lui-là,
CELLE	This or that one	3 p. F. S.	Nous succédons <i>We will succeed,</i> À celle-ci <i>ou À to this or that.</i> celle-là,
CEUX	These or those	3 p. M. P.	Vous donnez À <i>You give to these,</i> ceux-ci <i>et à and those.</i> ceux-là,
CELLES	These or those	3 p. F. P.	Nous pardon- <i>You will forgive,</i> nons À celles-ci, <i>to these, not to</i> non À celles-là, <i>those.</i>

Like the substantives they represent, PRONOUNS combine with prepositions to represent INDIRECT OBJECTS.

Possessive pronouns used for subjects.

LE MIEN	Mine	1 p. M. S.	LE MIEN est joli, <i>Mine is pretty.</i> (perroquet)
LE TIEN	Thine	2 p. M. S.	LE TIEN pousse, <i>Thine grows well.</i> bien, (arbre)
LE SIEN	His, hers, it	3 p. M. S.	LE SIEN chante, <i>Yours sings.</i> (rossignol)
LA MIENNE	Mine	1 p. F. S.	LA MIENNE est pré- <i>Mine is preferable.</i> férable, (rose)
LA TIENNE	Thine	2 p. F. S.	LA TIENNE meurt, <i>Thine is dying.</i> (plante)
LA SIENNE	His, hers, it	3 p. F. S.	LA SIENNE viendra <i>Hers will come.</i> (voiture)

REMARKS.—1. When using PRONOUNS, require from learners to name the substantives they intend to represent. LE MIEN, refer-

ring to *a hat*, represents a determinate noun: *mon chapeau, my hat, etc., etc.*

2. On the same principle that determinative adjectives, in French, agree with the nouns they precede or determine, (not with the OWNERS of the objects possessed as in English). The same, also, POSSESSIVE pronouns agree in PERSON, GENDER and NUMBER with the objects (persons or things) they represent, and not with the POSSESSORS of those objects. Speaking of a man's or woman's hat, in French, we must say:

LE SIEN, his (meaning the  
man's),

LE SIEN, hers (meaning the  
woman's).

LES MIENS	Mine	1 p. M.P.	LES MIENS sont	Mine are pretty.
			jolis,	
LES TIENS	Thine	2 p. M.P.	LES TIENS sont	Thine grow well.
			sent bien,	
LES SIENS	His, her, it	3 p. M.P.	LES SIENS chan-	Theirs sing.
			tent,	
LES MIENNES	Mine	1 p. F.P.	LES MIENNES	Mine are prefer-
			sont préférables	able.
LES TIENNES	Thine	2 p. F.P.	LES TIENNES	Thine are dying.
			meurent,	
LES SIENNES	His, her, its	3 p. F.P.	LES SIENNES	Theirs will come.
			viendront,	

Same remark for the agreement of pronouns of the THIRD person with the nouns they represent. N. B. Besides their special application, teachers will remark that the preceding examples are suggestive of other general principles known by learners, viz: the agreement of adjectives and of verbs, etc., etc.

LE NÔTRE	Ours	1 p. M. S.	Le nôtre est me-	Ours is better.
			illeur, ( <i>piano</i> )	
LE VÔTRE	Yours	2 p. M. S.	Le vôtre trotte,	Yours trots.
			( <i>cheval</i> )	
LE LEUR	Theirs	3 p. M. S.	Le leur est mau-	Theirs is bad.
			vais, ( <i>couteau</i> )	
LA NÔTRE	Ours	1 p. F. S.	La nôtre est neu-	Ours is new.
			ve, ( <i>maison</i> )	



LA VÔTRE	Yours	2 p. F. S.	La vôtre sera	Yours will be
			punie, ( <i>amie</i> )	<i>punished.</i>
LA LEUR	Theirs	3 p. F. S.	La leur est per-	Theirs is lost.
			due, ( <i>réputation.</i> )	

To distinguish them from the determinative adjectives, NÔTRE, VÔTRE, used as pronouns, require the circumflex accent on ô. Write without accent: NOTRE père, NOTRE mère.

LES NÔTRES	Ours	1 p. M or F.P.	{ Meaning <i>our people, your people</i> , LES NÔTRES, LES VÔTRES are used substantively: Ce sont LES NÔTRES et non LES VÔTRES qui ont vaincu, <i>It is our people and not yours who have vanquished.</i> (Compl. course, 382.)
LES VÔTRES	Yours	2 p. M or F.P.	
LES LEURS	Theirs	3 p. M or F.P.	

*Examples of POSSESSIVE pronouns used for DIRECT Complements.*

Faites trotter LE NÔTRE, ( <i>cheval</i> ),	<i>Have ours trot.</i>
Mangeons LE NÔTRE, ( <i>pain</i> ),	<i>Let us eat ours.</i>
Il faut qu'ils donnent LE LEUR, ( <i>argent</i> ),	<i>They must give theirs.</i>
Faisons galoper LA NÔTRE, ( <i>jument</i> ),	<i>Let us have ours gallop.</i>
Mangez LA VÔTRE, ( <i>pomme</i> ),	<i>Eat yours.</i>
Prenons LA LEUR, ( <i>montre</i> ),	<i>Let us take theirs.</i>
Nous buvons LE NÔTRE, ( <i>vin</i> ),	<i>We drink ours.</i>

Learners must indicate which of the preceding sentences are ELLIPTICAL, and which are COMPLETE, viz: they must indicate the subject, the verb, and distinguish ATTRIBUTES from COMPLEMENTS.

*POSSESSIVE pronouns used for INDIRECT complements.*

Je vais AU NÔTRE, ( <i>appartement</i> ),	<i>I go to ours.</i>
Nous allons À LA NÔTRE ( <i>chambre</i> ),	<i>We go to ours.</i>
Vous venez DU NÔTRE ( <i>jardin</i> ),	<i>You come from ours.</i>
Ils reviennent DE LA NÔTRE ( <i>maison</i> ),	<i>They return from ours.</i>
Nous parlons DU LEUR ( <i>livre</i> ),	<i>We speak of theirs.</i>
Ils vont À LA LEUR ( <i>campagne</i> ),	<i>They go to theirs.</i>

REMARK.—By the preceding examples we see that those pronouns combine like the others with PREPOSITIONS to form INDIRECT complements of NEUTER verbs.



## RELATIVE pronouns used for SUBJECTS.

QUI, LEQUEL, LAQUELLE, LESQUELS, LESQUELLES, *Who, which.*  
 Representing persons or things, these pronouns stand always for subjects in INCIDENTAL propositions; viz.: propositions depending on PRINCIPAL either expressed or understood.

QUI parle? (*Je demande, qui est celui ou celle*), *Who speaks?*  
 LEQUEL est arrivé? (*navire*), *Which is arrived?*  
 LAQUELLE est malade? (*femme*), *Which is sick?*  
 LESQUELS ou LESQUELLES partiront (*hommes, femmes*), *Which will leave?*

In the preceding sentences the PRINCIPAL proposition understood is: DITES-MOI? or JE DEMANDE quelle est la personne qui parle? *Tell me?* or *I am asking who is the person speaking?* The substantive PERSONNE, person, in the first example is the antecedent of QUI, *who*; in the others, navire, femme, hommes, or femmes, *ship, woman, men or women*, are antecedents of LEQUEL, LAQUELLE, LESQUELS, LESQUELLES, *which*, in English.

## Relative pronouns used for DIRECT complements.

QUI, QUE, QUOI, LEQUEL, LAQUELLE, } *Whatever, which, whom.*  
 LEQUELS, LESQUELLES,

QUI voyez-vous? (*vous voyez* *Whom do you see?*  
 QUI)?  
 La femme QUE nous voyons (*nous voyons la FEMME*), *The woman (whom) we see.*  
 QUOI qu'il dise (*qu'il dise* QUOI), *Whatever he may say.*  
 LEQUEL AIMEZ-VOUS? (*vous aimez* *Which do you like?*  
 LEQUEL)?  
 LESQUELLES choisissez-vous? (*vous choisissez* LESQUELLES)? *Which do you choose?*

REMARKS.—1. LEQUEL, LAQUELLE, etc., relative pronouns must not be confounded with QUEL, QUELLE determinative adjectives; these limit substantives either expressed or understood:

Quelles sont ces dames? (*Ces dames sont quelles* *Who are these*  
 DAMES)? *ladies?*

In this example the adjective QUELLES determines the substantive

DAMES understood, attribute of the subject DAMES, through inversion placed after the verb.

2. INTERROGATIONS are in the MEANING, not in the form of constructions, as we have shown in the preceding DIRECT constructions. (See Complete Course, N. 952).

*Relative pronouns used for indirect complements in principal propositions.*

QUI, QUOI, LEQUEL, LAQUELLE, LESQUELS, LESQUELLES, combining with the prepositions A, DE, POUR, CONTRE, AVEC, form indirect complements of NEUTER and TRANSITIVE verbs:

DE QUOI riez-vous?	Vous riez DE QUOI?	<i>What do you laugh at?</i>
À QUOI pensez-vous?	Vous pensez À QUOI?	<i>What are you thinking of?</i>
DE QUI parlent-ils?	Ils parlent DE QUI?	<i>Of whom are they speaking?</i>
À QUI parlons-nous?	Nous parlons À QUI?	<i>To whom do we speak?</i>
CONTRE QUI combattez-vous?	Vous combattez CONTRE QUI?	<i>Against whom are you fighting?</i>
AVEC QUI parlez-vous?	Vous parlez AVEC QUI?	<i>To whom are you speaking?</i>
POUR QUI donnez-vous du pain?	Vous donnez du pain POUR QUI?	<i>For whom you give bread?</i>
AUQUEL vous adressez-vous?	Vous vous adressez AUQUEL?	<i>To which you address yourself?</i>
DUQUEL recevez-vous vos ordres?	Vous recevez vos ordres DUQUEL?	<i>Of whom do you receive orders?</i>

REMARK.—The pronouns QUI, QUE, DONT being indeclinable, to prevent equivocation they are replaced sometimes by LEQUEL, AUQUEL, DUQUEL, (see Complete Course, N. 662), which indicate the gender and number of nouns they represent.

*Relative pronouns used for indirect complements in incidental propositions.*

L'homme DONT nous parlons est arrivé,	<i>The man (of whom) we speak is arrived.</i>
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La femme A LAQUELLE j'ai écrit	<i>The woman (to whom) I wrote is</i>
est morte,	<i>dead.</i>
Les soldats DONT vous parlez	<i>The soldiers (of whom) you speak</i>
sont victorieux,	<i>are victors.</i>

#### IMPORTANT REMARK FOR TEACHERS AND LEARNERS.

*Indirect complements expressed by the personal pronoun EN, of it, and the relative pronoun DONT, of which, of whom.*

Standing generally distant from the words they complete, it happens frequently that students are embarrassed in finding the words whose signification is completed by these two pronouns.

The following lines will clear this difficulty.

1. The pronouns DONT, EN, *of which, of it*, are always equivalent to the preposition DE, followed by the substantives represented by these pronouns. Therefore, when it is said: *This is the man OF WHOM I am speaking*, ceci est l'homme DONT je parle. *I have read these books*; J'ai lu ces livres, J'EN suis content; dont, *of whom*, answers to: DE CET HOMME, *of that man*; and with them, answers to: DE CES LIVRES, *with these books*.

2. DONT, EN, are always indirect complements either of a *substantive*, an *adjective*, or a *verb*. For exceptions of EN, (see our Complete Course, page 357.)

3. That *substantive, adjective or verb*, is the word in the sentence after which may be placed the preposition DE, *of*, and the *substantive* represented by the pronouns DONT, EN, *of whom, of it*.

Accordingly, in the following examples: *I have read a speech, the eloquence OF WHICH is admirable; the style OF IT is harmonious*; J'ai lu un discours DONT l'éloquence est admirable; le style EN est harmonieux. We recognise that DONT, *of which*, is the ind. compl. of ELOQUENCE, *eloquence*, and EN, *of it*, that of STYLE, *style*, because sense allows to say: The eloquence OF THAT SPEECH is admirable, the style OF THAT SPEECH is harmonious.

Again, in these examples: *He received rewards OF WHICH he is worthy*, he is pleased WITH THEM, Il a reçu des récompenses DONT il est digne, il EN est content. We recognize that DONT, *of which*, is the ind. complement of the adjective DIGNE, *worthy*, and EN, *with them*, the ind. compl. of the adjective CONTENT, *pleased*, be-

cause we may say: he is worthy OF REWARDS, he is pleased WITH THE REWARDS.

REMARK.—In the preceding example the preposition WITH, in English, answers to DE in French.

Lastly, when it is said: *I know the events OF WHICH you are speaking*, I rejoice AT THEM, Je connais les événements DONT vous parlez je m'EN réjouis. It is known that DONT, of which, is the ind. compl. of VOUS PARLEZ, *you speak*, and EN, *at them*, that of JE ME RÉJOUIS, *I rejoice*, because it may be said in the two languages: you speak OF EVENTS, I rejoice AT THESE EVENTS.

#### PRACTICE ON INDEFINITE PRONOUNS.

*On, quiconque, chacun, chacune, l'un, l'autre, l'un et l'autre, les uns et les autres, personne*, employed for subjects in propositions.

ON dit cela,	<i>This is reported.</i>
QUICONQUE veut réussir réussit,	<i>Whoever wants to succeed succeeds.</i>
QUELQU'UN parle,	<i>Somebody speaks.</i>
QUELQUES UNES chantent,	<i>Some sing.</i>
CHACUN essaie de s'instruire,	<i>Every one tries to get instruction.</i>
L'un veut ceci, L'AUTRE veut cela,	<i>One wants this, the other wants that.</i>
L'UN ET L'AUTRE sont mauvais,	<i>Both are bad.</i>
PERSONNE ne l'approuve,	<i>Nobody approves him.</i>

*Quelqu'un, chacun, l'un et l'autre, l'autre, l'un l'autre, les uns et les autres, les uns les autres, personne*, employed for direct complements in propositions.

Nous aimons QUELQU'UN,	<i>We love somebody.</i>
Nous les voyons CHACUN à son tour,	<i>We see them each in his turn.</i>
Vous aimez L'UN ET L'AUTRE,	<i>You like both.</i>
Elle voit L'AUTRE,	<i>She sees the other.</i>
Ils se flattent L'UN L'AUTRE,	<i>They flatter reciprocally each other.</i>
Nous les craignons LES UNS ET LES AUTRES,	<i>We dread them all.</i>
Vous ne voyez PERSONNE,	<i>You see nobody.</i>



*The same indefinite pronouns employed for INDIRECT complements.*

Nous parlons à quelqu'un,	<i>We speak to somebody.</i>
Ils donnent à chacun sa part,	<i>They give to each his share.</i>
Nous nous opposons à l'un et à l'autre,	<i>We oppose to both.</i>
Elle succède à l'autre,	<i>She succeeds to the other.</i>
Nous nous opposons aux uns et aux autres,	<i>We oppose to all.</i>
Ils parlent DES uns et DES au- tres,	<i>They speak of everybody.</i>
Elle n'a rien dit DE personne,	<i>She said nothing about any one.</i>

AUTRUI—to others, from the others, represents always INDIRECT complements:

Faire du bien à autrui est un devoir,	<i>Doing good to others is a duty.</i>
Nuire AUX autres est un mal,	<i>To injure others is an evil.</i>
Parler mal d'autrui est blâma- ble,	<i>To slander others is blamable.</i>

The last examples show that each language has its proper connections: DIRECT complements, in English, answer to INDIRECT in French.

#### TO TEACHERS.

To practice on the complements of pronouns, employ the exercise on the complements of substantives (page 118), and have learners replace each noun by a pronoun of the same person, gender, and number:

LE PAIN du boulanger,	CELUI du boulanger.
LES MAISONS de pierre,	CELLES de pierre.
La montre d'or,	CELLE d'or.
LES CADRES de tableaux,	CEUX de tableaux.

Showing them, that on the same principle that SUBSTANTIVES connect with complements by means of the preposition DE, the same PRONOUNS standing substitutes for nouns must use the same preposition in regard to their complements,



*Place of pronouns complements of verbs.*

Verbs having two complements, one DIRECT, the other INDIRECT, when the first is formed of pronouns of the first or second person the INDIRECT precedes the DIRECT; on the contrary, should the INDIRECT be formed of pronouns of the third person, it must be placed after the DIRECT.

Il TE le donne, il NOUS l'a donné, *He gives it to thee, he has given it to us.*

Elle LE lui prête, Il LA leur don- *She lends it to him, he will give it to them.*  
nera,

In the imperative mode pronouns complements, like in English, are placed after verbs, the DIRECT preceding the INDIRECT.

Donnez-LE-moi, donnons-le-leur, *Give it to me, let us give it to them.*

With verbs combined with NEGATIONS, pronouns complements retake their places before verbs, in French:

Ne LE lui donnez pas, *Do not give it to him.*

## PRACTICE.

*Place of substantives and pronouns complements of verbs.*

1. I must narrate it to you that interesting history. 2. He will give us some of that excellent broth (*bouill-on, M*). 3. It was necessary to communicate it to them, that good and unexpected news. 4. We saw them in the flower garden (*par-ter-re*) yesterday. 5. Speak to him of me and of my children. 6. They pushed him and her into the water. 7. Did you return to him the knife I had lent to you? 8. We must tell him what is to be done (*faut fai-re*). 9. Do not deceive him, I entreat (*prier*) you of it. 10. You must remember it (*se rap-pe-ler*) and do as you promised him. 11. I drink it to your health, sir! 12. Speak, but do not strike him. 13. Will you give it to them, madam? 14. Have they received it from them; I ask you? 15. Let us hope that we shall see him back (*de re-tour*) in good health. 16. Give them those two handsome books, or return them to me. 17. We love and esteem them as (*ain-si que*) you know it. 18. They were both in my uncle's vegetable garden (*Jar-din po-ta-ger, M*). 19. Send it to me to-

morrow with some pears and grapes. 20. I thank them (*re-mercier*) for it with (*de*) all my heart.

## ADVERB.

Adverbs are invariable words added to verbs, adjectives, or adverbs to modify their signification:

Elle chante AGRÉABLEMENT,	<i>She sings agreeably.</i>
Il est TRÈS-studieux,	<i>He is very studious.</i>
Vous parlez BIEN ÉLOQUEMENT,	<i>You speak very eloquently.</i>

Used substantively for subjects or complements, according to general rule, the following adverbs of quantity require the preposition *DE*; SUBSTANTIVES following them being their INDIRECT complements, as it is shown by the following examples:

Combien <i>d'</i> hommes,	<i>How many men.</i>
Trop <i>de</i> maux,	<i>Too many sorrows.</i>
Beaucoup <i>de</i> patience,	<i>Much patience.</i>
Assez <i>de</i> vertu,	<i>Virtue enough.</i>
Peu <i>de</i> bien,	<i>Little good.</i>
Guère <i>d'</i> ambition,	<i>Not much ambition.</i>
Pas <i>de</i> chagrins,	<i>No cares.</i>
Passablement <i>de</i> temps,	<i>Time enough.</i>

To express degrees of EQUALITY the following adverbs are employed:

AUSSI, <i>as</i> ,	AUTANT, <i>as much, as many.</i>
Aussi sage que belle,	<i>As good as handsome.</i>
Autant de l'un que de l'autre,	<i>As much of one as of the other.</i>

Elliptical sentences in the two languages, answering to the following constructions:

ELLE EST aussi sage qu'ELLE EST aussi belle,	<i>She is as good as she is hand- some.</i>
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To express SUPERIORITY or INFERIORITY employ:

Plus, meilleur (instead of <i>plus bon</i> , not used).	<i>More, better.</i>
Moins, pas autant, pire,	<i>Less, not so much, not so many, worse, the least.</i>
Plus riche QUE pauvre,	<i>Richer than poor.</i>
Moins d'esprit QUE d'argent,	<i>Less wit than money.</i>

Before adjectives *than* is rendered by QUE: before substantives by QUE DE.

To express qualities carried to the HIGHEST or to the LOWEST degree, place the forms LE, LA, LES, *the*, of the article, before the adverbs PLUS, MOINS, MEILLEUR, PIRE, MOINDRE:

LES plus riches quelquefois sont    *The richest sometimes are the*  
     LES moins heureux,                      *least happy.*  
 LE meilleur parti c'est de se    *The best thing for us, it is to*  
     taire,                                      *keep silent.*

*List of Adverbs most in use in French.*

Ailleurs,	<i>Elsewhere.</i>	Guère,	<i>Little, few.</i>
alentour,	<i>Thereabout.</i>	Hier,	<i>Yesterday.</i>
Alors,	<i>Then.</i>	Ici,	<i>Here.</i>
Assez,	<i>Enough.</i>	Jadis,	<i>Once, of yore.</i>
Aujourd'hui,	<i>To-day.</i>	Jamais,	<i>Ever or never.</i>
Auparavant,	<i>Before.</i>	Là, y,	<i>There.</i>
Auprès,	<i>Near.</i>	Loin,	<i>Far, yonder.</i>
Aussi,	<i>Also.</i>	Maintenant,	<i>Now, actually.</i>
Aussitôt,	<i>As soon.</i>	Même,	<i>Even.</i>
Autant,	<i>As much.</i>	Mieux,	<i>Better.</i>
Autrefois,	<i>Formerly.</i>	Moins,	<i>Less.</i>
Autrement,	<i>Otherwise.</i>	Ne,	<i>Not or no.</i>
Beaucoup,	<i>Much, a great deal.</i>	Où,	<i>Where.</i>
Bien,	<i>Well.</i>	Partout,	<i>Everywhere.</i>
Bientôt,	<i>Soon.</i>	Pas,	<i>Not.</i>
Combien,	<i>How much.</i>	Point,	<i>Not.</i>
Comment,	<i>How.</i>	Peu, quelque,	<i>Few, little.</i>
Davantage,	<i>More, some more.</i>	Plus,	<i>More.</i>
Dedans,	<i>Inside.</i>	Plutôt, plus	<i>Rather, sooner.</i>
Dehors,	<i>Outside.</i>	tôt,	
Déjà,	<i>Already.</i>	Presque,	<i>Almost.</i>
Demain,	<i>To-morrow.</i>	Quand,	<i>When.</i>
Désormais,	<i>Hereafter.</i>	Quelque,	<i>Whatever.</i>
Dessous,	<i>Under.</i>	Souvent,	<i>Often.</i>
Dessus,	<i>Above.</i>	Tant,	<i>So much.</i>
Dorénavant,	<i>For the future.</i>	Tantôt,	<i>By-and-by.</i>
Encore,	<i>Yet.</i>	Tard,	<i>Late.</i>

Enfin,	<i>At last.</i>	Toujours,	<i>Always.</i>
Ensemble,	<i>Together.</i>	Tout,	<i>All.</i>
Ensuite,	<i>Afterwards.</i>	Très	<i>Very.</i>
Fort,	<i>Very.</i>	Trop,	<i>Too much.</i>

Aggregation of words used as adverbs are called adverbial expressions. Such are:

Rire <i>sans-cesse,</i>	<i>To laugh incessantly.</i>
Courir <i>long-temps,</i>	<i>To run a long time.</i>
Venir <i>à-dessein,</i>	<i>To come purposely.</i>

*List of Adverbial expressions most used in French.*

À-jamais,	<i>Forever.</i>	En-général,	<i>Generally.</i>
À-la-fin,	<i>At last.</i>	En-arrière,	<i>Backward.</i>
À-présent,	<i>Now.</i>	Au-hasard,	<i>By chance.</i>
Long-temps,	<i>For a long time.</i>	De-nouveau,	<i>Anew.</i>
Sans-cesse,	<i>Incessantly.</i>	Tour-à-tour,	<i>By turns.</i>
À-dessein,	<i>Purposely.</i>	Tout-à-coup,	<i>Suddenly.</i>

Besides these adverbs, there is a numerous class ending in MENT formed of qualifying adjectives.

1. Adjectives ending in E mute, having but one form for the two genders: SAGE, PAUVRE, HONNÊTE, etc., add MENT to become ADVERBS: sagement, pauvrement, honnêtement, etc.

2. Adjectives ending in ANT or ENT change ANT into AMMENT, and ENT into EMMENT:

Constant, constamment; puissant, puissamment; patient, patiemment, etc. (See Synoptical Table, N. 16).

REMARK.—Some adjectives ending in E mute, or inflected in US, ÈS, OND, IS, take an acute accent on E: confus, confusément; exprès, expressément; profond, profondément; précis, précisément, viz: they add an acute accent to their feminine form.

Adjectives ending in IF: actif, progressif, successif, administratif, add also MENT to their feminine form: ACTIVE, PROGRESSIVE, ADMINISTRATIVE: actif, active-MENT, progressif, progressive-MENT, administratif, administrative-MENT.

Employed to modify verbs ADJECTIVES become ADVERBS. In that case they remain invariable:

Chanter JUSTE, parler HAUT, *To sing in tune, to speak aloud.*



## PRACTICE.

*Adverbs modifying Adverbs.*

Plus <i>ou</i> moins harmonieuse-	<i>More or less harmoniously.</i>
ment,	
Très <i>ou</i> fort habilement,	<i>Very skilfully.</i>
Plus <i>ou</i> moins prudemment,	<i>More or less prudently.</i>
Aussi généreusement,	<i>As generously.</i>
Plus <i>ou</i> moins attentivement,	<i>More or less attentively.</i>
Bien chaudement <i>ou</i> bien froidement,	<i>Very warmly or very coolly.</i>

*Adverbs modifying Verbs.*

Parler agréablement et bien,	<i>To speak agreeably and well.</i>
Chanter élégamment,	<i>To sing elegantly.</i>
Marcher promptement,	<i>To walk hastily.</i>
Dormir profondément,	<i>To sleep soundly.</i>
Bien chanter <i>ou</i> mal chanter,	<i>To sing prettily or to sing badly.</i>

*Adverbs modifying Adjectives.*

Plus <i>ou</i> moins SAGE,	<i>More or less wise, or good.</i>
Très <i>ou</i> bien HABILE,	<i>Very skilful.</i>
Très-GRAND <i>ou</i> très-PETIT,	<i>Very large or very small.</i>
Fort INSTRUIT <i>ou</i> fort IGNORANT,	<i>Extremely learned or very ignorant.</i>
Aussi VERTUEUX <i>ou</i> moins vertueux,	<i>As virtuous, or less virtuous.</i>

*Adjectives modifying Verbs.*

Parler haut, nous parlons HAUT,	<i>To speak aloud, we speak aloud.</i>
Chanter faux, elle chante FAUX.	<i>To sing out of tune, she sings out of tune.</i>
Voir clair, Ils y voient clair,	<i>To see clearly, they see clearly.</i>
Crier fort, nous crions FORT,	<i>To screech aloud, we screech aloud.</i>

*Adverbs of QUANTITY employed substantively, either for SUBJECTS, DIRECT or INDIRECT complements of verbs.*

SUBJECTS	{	Beaucoup d'hommes travaillent,	<i>Many men work.</i>
		Combien de maux sont soufferts!	<i>How many sorrows are suffered!</i>
		Trop de bien nuit,	<i>Too much good is a nuisance.</i>



DIR. COMPL.	{	Nous voyons beaucoup d'enfants,	<i>We see many chil-</i>
		Ils ont souffert bien DES maux,	<i>dren. They have suffered</i>
		J'ai éprouvé trop de malheurs,	<i>many evils. I have experienced too</i>
			<i>many misfortunes.</i>

REMARK.—Employed substantively, BIEN rejects the preposition DE, and connects with its complement by means of the contraction DES of the determinate article.

IND. COMPL.	{	Nous vivons à peu de frais,	<i>We live at a little expense.</i>
		Ils donnent à beaucoup de	<i>They give to many poor.</i>
		pauvres,	
		Elle parle à bien peu de	<i>She speaks to very few</i>
		gens,	<i>persons.</i>

## TO TEACHERS.

To the extensive practice indicated in the foregoing lines, might be added that of forming adverbs ending in ANT or ENT, by means of adjectives.

## PREPOSITION.

PREPOSITIONS are invariable words, showing the connection between two words in a sentence. Their SIGNIFICATION depends always on complements, as it is shown in the following example:

Between these two words: JE VAIS—EAU, *I go—Water*, many CONNECTIONS or RELATIONS may be found and expressed, viz. :

A relation of	{	TENDENCY.	Je vais	{	VERS	{	towards	}	the
		POSITION.			DANS		in		
		RESISTANCE.			CONTRE		against		
		SUPERIORITY.			SUR		on or above		

In those cases the words VERS, DANS, CONTRE, SUR, *towards, in, against, on, above*, expressing those different-connections are PREPOSITIONS.

Used alone prepositions have incomplete significations. Words completing their meaning are called complements of prepositions; They form always INDIRECT COMPLEMENTS.

In the expressions

Aller A Rome,	<i>To go to Rome.</i>
Parler DE nos amis,	<i>To speak of our friends.</i>
Travailler POUR la gloire,	<i>To work for glory.</i>

The words ROME—NOS AMIS—LA GLOIRE, are complements of the prepositions, A, DE, POUR.

REMARK.—Used as a determinative adjective, answering to QUELQUE, *some*, in English, changing office, the preposition DE may precede SUBJECTS or DIRECT objects of verbs.

DE bon pain est nécessaire, *Some good bread is necessary.*

Nous avons DE bon pain, *We have some good bread.*

In negative cases, answering to, AUCUN, *none, not any*, in English, DE precedes direct complements:

Nous n'avons pas *de* couteaux, *We have not any knives.*

*List of Prepositions most in use.*

A,	<i>At, to, in.</i>	Malgré,	<i>In spite of.</i>
Après,	<i>After.</i>	Moyennant,	<i>With.</i>
Attendu,	<i>Whereas.</i>	Nonobstant,	<i>Notwithstanding.</i>
Avant,	<i>Before.</i>	Outre,	<i>Besides.</i>
Avec,	<i>With.</i>	Par,	<i>By, through.</i>
Chez,	<i>To, at, amongst.</i>	Parmi,	<i>Amongst.</i>
Contre,	<i>Against.</i>	Pendant,	<i>During.</i>
Dans,	<i>In.</i>	Pour,	<i>For, in order.</i>
De,	<i>Of, from, with.</i>	Sans,	<i>Without.</i>
Depuis,	<i>Since.</i>	Sauf,	<i>Save, except.</i>
Derrière,	<i>Behind.</i>	Selon,	<i>According.</i>
Dès,	<i>In, as soon, upon.</i>	Sous,	<i>Under.</i>
Devant,	<i>Before, opposite.</i>	Suivant,	<i>According.</i>
Durant,	<i>During.</i>	Sur,	<i>Upon, to the, by,</i> <i>about.</i>
En,	<i>In, to, at.</i>	Touchant,	<i>Touching.</i>
Entre,	<i>Between.</i>	Vers,	<i>Towards.</i>
Envers,	<i>Towards.</i>	Vis-à-vis,	<i>Opposite.</i>
Hormis,	<i>Besides.</i>		
Hors,	<i>Except.</i>		

Used as prepositions, aggregations of words are called PREPOSITIONAL EXPRESSIONS. Such are:

À l'égard DE,	<i>In consideration of.</i>	Quant à,	<i>As for.</i>
En faveur DE,	<i>In favor of.</i>	Jusqu'à,	<i>As far, till then.</i>
A la réserve DE,	<i>With the exception of.</i>	Au-delà DE,	<i>Beyond.</i>

## PRACTICE.

*Prepositions connecting Verbs with their (indirect) complements.*

Nous parlons À quelqu'un,	<i>We speak to somebody.</i>
Ils parlent <i>de</i> nous,	<i>They speak of us.</i>
Vous parlez CONTRE eux,	<i>You speak against them.</i>
Il parlait AVEC elle,	<i>He was speaking with her.</i>
On a parlé SUR ce sujet,	<i>They spoke on that matter.</i>
Courir SUR l'herbe,	<i>To run on the grass.</i>
Courrons APRÈS la fortune,	<i>Let us run after fortune.</i>
Elle marche SUR un tapis,	<i>She walks on a carpet.</i>
Nous marchons CONTRE l'ennemi,	<i>We go against the enemy.</i>
Allez À la maison, AU jardin,	<i>Go to the house, to the garden.</i>
Nous allons EN Amérique, À la ville,	<i>We go to America, to the town.</i>
Vous venez DE France et d'Angleterre,	<i>You come from France and from England.</i>
Ils montent À leurs chambres,	<i>They go up to their rooms.</i>
Vous montez <i>de</i> la cave,	<i>You come up from the cellar.</i>
Elle nuit À tout le monde,	<i>She is an injury to every one.</i>
Nous persistons DANS nos projets,	<i>We persist in our plans.</i>
Ils persisteront À le faire.	<i>They will persist in doing it.</i>

*Infinitives direct complements of Verbs, though preceded by Prepositions.*

Prepositions, sometimes do not announce INDIRECT COMPLEMENTS, and infinitives preceded by them may stand for DIRECT complements of active verbs. It is known that infinitives preceded by prepositions are DIRECT complements, when they answer to the query QUOI? *What?* made on ACTIVE verbs, or on REFLECTIVE made of active or transitive verbs.

Il cherche À nuire; Il craint DE succomber; Il se propose DE venir. *He seeks to injure; He fears to be overcome; He intends to come.*

*Queries:* He seeks what? *To injure;* He fears what? *To be overcome.* He intends what? *To come.* Therefore, TO INJURE, TO BE OVERCOME, TO COME are the DIRECT complements of *to seek, to fear, and to come.* In those cases the prepositions A, DE are EUPHONIC words.

Nous aimons À nous instruire,	<i>We like to get learning.</i>
Il me reproche DE mentir,	<i>He reproaches me with lying.</i>
Vous cherchez À parvenir,	<i>You seek to advance in the world.</i>
Elle se propose DE venir vous voir,	<i>She intends to come and see you.</i>
Vous craignez DE vous ruiner,	<i>You fear to lose your wealth or fortune.</i>
Il appréhende DE mourir,	<i>He apprehends to die.</i>

Infinitives INDIRECT complements of neuter verbs are not always preceded by prepositions, these being understood.

Nous venons ( <i>pour</i> ) dîner avec vous,	<i>We come to dine with you.</i>
Nous allons ( <i>pour</i> ) souper chez son père,	<i>We go for supper at his father's.</i>
Je cours ( <i>pour</i> ) le secourir,	<i>I run to his help.</i>

#### TO TEACHERS.

Simple in its principles, the correct employ of prepositions, connecting words with their complements, is one of the greatest difficulties met in the study of languages. Therefore, we recommend highly the development of exercises, such as we have indicated in the practice of that invariable part of speech, namely: connecting ACTIVE, NEUTER, REFLECTIVE verbs, and QUALIFYING adjectives with their indirect complements. (see page 126).

Je donne du pain, AUX pauvres,	<i>I give (some) bread to the poor.</i>
Nous parlons À, DE, POUR, CON- TRE, etc.	<i>We speak to, of, for, against.</i>
Elle va CHEZ son père,	<i>She goes to her father's house.</i>
Il se repent DE sa faute,	<i>He repents (of) his fault.</i>
Vous vous réjouissez DE son mal- heur,	<i>You rejoice at his or her mis- fortune.</i>
Nous nous nous sommes succédé,	<i>We succeeded to ourselves, etc.</i>

#### CONJUNCTION.

Conjunctions are invariable words connecting PROPOSITIONS or parts of SENTENCES, to other propositions or parts of sentences.

A verb in a personal mode is what is called a PROPOSITION.



Therefore, *J'AI ME, I love*, is a proposition; *NOUS PARLONS, we speak*, is another.

Every proposition contains THREE logical terms. The SUBJECT, the VERB, and the ATTRIBUTE. The expression *J'AI ME, I love*, answers to: *JE SUIS AIMANT, I am loving*. Proposition in Which. *JE, I*, is the subject; *SUIS, am*, the verb; and *AIMANT, loving* the attribute.

When the construction of sentences is inverted, conjunctions may sometimes be placed at the beginning of sentences:

*QUAND il arriva nous dinions, When he arrived we were dining.*

To ascertain how the conjunction *QUAND, when*, connects the two members of the preceding sentence, it is only necessary to replace the words in their natural position:

*Nous dinions QUAND il arriva, We were dining when he arrived.*

*List of the Conjunctions most used.*

Ainsi,	So.	Néanmoins,	Nevertheless.
Car,	Because.	Ni,	Neither.
Cependant,	Meanwhile, yet.	Or, ou,	Now, then, or.
Comme,	As, like.	Pourtant,	However.
Done,	Therefore.	Quand,	Whenever.
En, enfin,	As, at last.	Quoique,	Though.
Et,	And.	Si,	If.
Lorsque, que,	When, as.	Sinon,	Unless, if not,
Mais,	But.		otherwise.

Aggregation of words used as conjunctions are called CONJUNCTIVE EXPRESSIONS. Such are:

Au reste,	Besides.	Ainsi que,	As, so as.
Au surplus,	However.	Tandis que,	Whilst.
Par conséquent,	Consequently,	À moins que,	Unless.
	therefore.		

PRACTICE.

*Connection of Subjects, of attributes, and of complements, by means of conjunctions.*

*Le père ET la mère travaillent, The father and the mother are working.*

*Cet homme ET cette femme sont heureux, This man and that man are happy.*



Nous voyons le pont ET la ri- vière,	<i>We see the bridge and the river.</i>
Ils sont bons ET généreux,	<i>They are good and generous.</i>
Vous parlez de sciences ET d'histoire,	<i>You speak of sciences and history.</i>

*Connection of two propositions.*

Il faut QUE je mange,	<i>I must eat.</i>
Vous exigez QUE nous partions,	<i>You require that we should go.</i>
QUAND viendrez-vous?	<i>When will you come?</i>
AUSSITÔT arrivé, il est parti,	<i>He went off as soon as he arrived.</i>
QUOIQUE pauvre il est géné- reux,	<i>Though poor he is generous.</i>

In these examples QUE, QUAND, AUSSITÔT, QUOIQUE, are conjunctions. Therefore, conjunctions precede generally INCIDENTAL propositions (for exceptions, see Complete Course, 478), depending always on a PRINCIPAL, either expressed or understood.

In the third example: quand viendrez vous? there is an ellipsis; viz.: the principal proposition is understood. That proposition is: JE DEMANDE? or DITES-MOI? The two last examples are also elliptical, the verb in the incidental propositions being understood. QUOIQUE PAUVRE answering to: quoiqu' il SOIT pauvre, *though he be poor*, etc.

INTERJECTION.

INTERJECTIONS are words suddenly spoken to express some lively EMOTIONS. The most usual, in French, are:

To mark	{	SURPRISE or JOY,	Ha! quoi!	<i>My! what!</i>
		PAIN,	Ah! aie! hélas!	<i>Alas!</i>
			eh!	
		ADMIRATION,	Oh! ah!	<i>Oh!</i>
		AVERSION,	Fi!	<i>Fie! fie on!</i>
		SILENCE,	Paix! chut! si- lence!	<i>Tut! hush! be still!</i>
		INTERROGATION,	Hé bien!	<i>Well!</i>
		IMPATIENCE,	Bah!	<i>Pooh!</i>
		CALLS,	Holà, hé!	<i>Ho! halloo!</i>

Interjectional expressions consist in the union of some words used as interjections:

Par bleu! Morbleu! Corbleu!	<i>Zounds! the deuce!</i>
Juste ciel!	<i>By heaven! my!</i>
Dame! à d'autres!	<i>Bless me! fudge!</i>

## PRACTICE.

1. My! what does this mean, my friend? 2. Alas! how unfortunate we are in having lost such a tender mother. 3. Oh! what a beautiful picture I perceive hanging on the wall. 4. Fie! fie! on you, despicable villain! 5. Tut! be still, little noisy creatures! 6. Ho! Halloo! come here, boys! 7. Well! what are you to answer me, sir?

## TO TEACHERS.

Before translating them into English, the following models must be carefully and correctly read by learners. Once acquainted with their signification, in order to make application of the principles they have been taught, they must proceed gradually and compose sentences based on PRINCIPLES indicated in the headings of these models.

Nevertheless, previous to COMPOSITION, merely to test the power of their intellect, develop that noble faculty and teach them reflection; let them, first MODIFY or EXTEND the signification of those models, such as we indicate in the following lines:

La jeunesse est présomptueuse, (*et difficile à gouverner*). Le temps fuit (*loin de nous avec rapidité*). Le rossignol chanta (*harmonieusement pendant la nuit*). Caïn devint coupable (*envers Dieu, par le meurtre de son frère Abel*), etc.

The words in ITALICS show the extension given to the primitive sentences.

## MODELS OF SENTENCES.

FOR GRADUATE AND ELEMENTARY COMPOSITION, WHERE LEARNERS  
HAVE FIRST TO EXPRESS THE SUBJECT BY A SUBSTANTIVE.

La jeunesse est présomptueuse. Le temps fuit. Les bons exemples sont précieux. Le rossignol chanta. Caïn devint coupable. Les ennemis seront vaincus. Le commerce et les sciences fleuriront. L'homme sage vit heureux. Démosthène et Eschine furent rivaux. Nos guerriers avaient triomphé. Les étoiles et le soleil sont lumineux.

### *Subjects expressed by Pronouns.*

Ils sont pieux. Vous êtes étourdi. Nous voyageâmes. Tu avais été blâmé. Je serais attentif. Chacun étudiait. Personne n'est coupable. Aucun ne sera puni. L'un est studieux; l'autre est dissipé; celui-ci est ignorant; celui-là est instruit. On est estimé quand on est sage.

### *Complements of substantives and Pronouns.*

La vue de la campagne réjouit, celle de la mer étonne. Nul de vous ne réussira. L'heure de combattre a sonné, celle de vaincre est arrivée. Aucune des productions de l'homme n'est éternelle. ATHALIE et MÉROPE sont admirables; le sujet de l'une et de l'autre de ces tragédies intéresse vivement.

### *Complements of Adjectives.*

La pauvreté est difficile à supporter. L'homme sage est content de son destin. L'élève studieux est avide de travailler. L'ambition de Catilina lui a été funeste. Le sage est économe de temps et de paroles. Nous sommes indulgents pour nous et sévères envers les autres.

*Direct complements expressed by Substantives.*

Le temps détruit les monuments des arts. Nous encourageons le mérite modeste. La vertu seule assure une gloire immortelle. Vous adorez un Dieu puissant. Les préventions obscurcissent les lumières de la raison. Une attention forte et persévérante caractérise le génie. La crainte de mourir abrège la durée de la vie. L'homme inutile à ses semblables ne mérite pas leur affection.

*Substantives standing for subjects or direct complements though preceded by the preposition DE.*

De la générosité annonce de la grandeur d'âme. La fortune fait des sots orgueilleux; l'adversité forme des hommes. Des difficultés n'arrêtent pas un homme courageux. La lecture des poètes a des charmes. De grands succès ne prouvent pas toujours des talents supérieurs.

OBSERVATION.—Although the office of prepositions is to form *indirect* complements, it happens sometimes that the preposition *DE* may precede substantives employed for subjects or direct complements. When taken in a *partitive sense*, it stands for *quelque, quelques, some* in English: Du travail lui est nécessaire, *some work is necessary to him*. Il possède des amis, *he possesses some friends*. (see page 120).

*Direct Complements expressed by Pronouns.*

L'éclat du soleil nous éblouit. Sa chaleur bienfaisante me ranimait. Ta légèreté le compromettra. Les méchants vous persécutèrent. La vue d'une bonne action les a enchantés. Le désir de plaire nous rend aimables. La prudence le dirigea. Le temps et la réflexion vous éclaireront. Quand on cherche la vérité on la trouve.

*Same subject—Possessive, demonstrative, relative, and indefinite Pronouns used for complements.*

Hercule coupa chacune des têtes de l'Hydre. Partageons les malheurs des autres, et nous sentirons moins les nôtres. J'admire les exploits de Bayard, mais j'estime davantage ceux de Turenne. La modestie ajoute au talent qu'on renomme. Celui qui a vu le Panthéon et les Invalides, admire l'un et l'autre de ces monuments.



*Two subjects and two direct complements.*

Les sciences et les lettres ornent l'esprit et le cœur. L'amour de la vertu et celui du prochain font le grand homme, et l'homme de bien. Racine et Fénelon font les délices des cœurs sensibles, et l'admiration des gens de goût. Le génie et les talents supérieurs procurent la gloire et l'immortalité.

*Indirect complement of verbs, expressed by Substantives.*

Sésostris régna en Egypte. Un mortel bienfaisant approche de Dieu. Bayard défendit un pont contre deux cents Espagnols. L'ennui naquit de l'uniformité. L'exemple parle au cœur. La vérité vient de Dieu; l'erreur provient des hommes. Les guerres commencent par l'ambition des princes; elles finissent par le malheur des peuples. Le bonheur ne dépend pas des richesses.

*Indirect complements of verbs expressed by Pronouns.*

Votre prudence vous a mérité des éloges. L'homme modeste ne parle jamais de lui. Les orateurs anciens l'emportent sur les nôtres. Les conseils dictés par la raison plaisent rarement. Les plaisirs innocents conviennent à chacun de nous. Vos élèves ont été surpassés par plusieurs des nôtres.

*Pronouns standing sometimes for direct, and sometimes for indirect complements of Verbs.*

Nous nous sommes déclaré la guerre. Ils se sont érigés en juges. Vous vous êtes lancé des javelots. Nous nous sommes déclarés contre lui. Tu t'es donné de grands ridicules. Je me suis préparé au combat. Ils se sont érigé des statues. Vous vous êtes lancés au milieu des flammes. Je me suis préparé des chagrins. Tu t'es donné en spectacle.

*Two indirect complements depending on the same Verb.*

L'aigle l'emporte sur les autres animaux en force et en dignité. Les découvertes se succédèrent sous le règne de Ferdinand. L'Italie fut délivrée d'Annibal après dix-sept ans de guerre. Les idées des hommes changent avec les siècles et selon les lieux. Les Romains se signalèrent en Espagne par de nombreux exploits. L'ennui est entré dans le monde par la paresse.

*Indirect complements expressed by the pronouns DONT, EN.*

Vous m'avez rendu service, et j'en suis *reconnaissant*.\* Les sages paroles dont Mentor se *servit* apaisèrent la multitude. Si la religion était l'ouvrage de l'homme, elle en serait le *chef-d'œuvre*. Aurélien, dont la *mémoire* fut chère aux Romains, se distingua par ses belles actions. Le succès ne répondit pas à l'idée que je m'en étais *formée*. Ils ont reçu des récompenses dont ils étaient *dignes*.

*Infinitives standing for subjects, for direct and indirect complements of Verbs.*

L'impunité commence par rendre les lois inutiles, et elle finit par les rendre ridicules. On est capable de tout, quand on sait profiter des conseils. Faire de grands progrès sans travailler est impossible. L'homme sensé ne doit pas rougir d'avouer qu'il a tort. Tel excelle à rimer qui juge sottement. Se venger d'une offense est indigne d'un homme de bien. Celui qui est soupçonneux invite à ce qu'on le trahisse. Un instant peut détruire un siècle de bonheur.

*Infinitives employed for direct complements, though preceded by prepositions. See page 157.*

L'homme sage craint de compromettre sa réputation. La religion nous apprend à aimer nos semblables. Peut-on espérer de vivre demain? Dieu permet aux conquérants de punir les hommes. Nous cherchons à nous faire illusion sur nos défauts. Un premier succès nous enseigne à obtenir de nouveaux triomphes. L'homme commence à souffrir dès qu'il commence à vivre.

Infinitives complements of neuter verbs are always *indirect*, let the preposition be expressed or understood. Examples: *Je viens* (pour) *dîner*, *Je parle d'y aller*: here, *dîner*, *d'y aller*, are indirect complements of the neuter verbs, *venir*, *parler*.

*Adverbs employed for subjects, for direct or indirect complements.*

Trop de repos diminue la vigueur du corps. L'éloquence de Bossuet à beaucoup d'élévation; celle de Fénelon a plus de dou-

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\* The pronouns *dont*, *en*, are indirect complements of the words written in *Italics*.

ceur, mais elle n'a pas autant d'énergie. On réussit dans bien des choses avec un peu de patience. Assez de misère tourmente le peuple. Ce jeune homme unit beaucoup d'esprit à infiniment de modestie.

*Entire propositions standing for direct complements.*

Les anciens savaient que la terre tourne autour du soleil. Mentor leur dit: Traitez vos peuples avec humanité, si vous voulez qu'ils vous aiment. Le temps, disait-il, ressemble à un torrent qui détruit tout. Ovide pensait avec raison que l'étude adoucit les mœurs. Les lettres, dit Cicéron, font notre consolation et notre bonheur dans tous les états et à tous les âges.

*Substantives and pronouns employed for attributes.*

La prospérité des gens de bien est ce qui désespère les méchants. Encourager la vertu est punir le vice. Le mépris des richesses est le principe et l'effet de la modération. Répondre aux injures est les encourager. Le premier pas est celui dont dépend le reste de nos jours. Les préjugés sont les dieux du vulgaire. Le plus heureux mortel est celui qui sait vaincre ses passions.

*Inversion of the subject and direct complement.*

L'univers est un temple où siège l'Eternel. La liberté périt où règne la licence. La colère ne sert à rien où manque le pouvoir. Que peuvent contre Dieu tous les rois de la terre? Quels combats se livrent les passions dans un cœur faible! Quelles fautes commettent ceux qui s'y abandonnent, et quels remords ne se préparent-ils pas!

In order learners should understand perfectly these figurative constructions, let them place each member of a sentence in its grammatical place.

*Inversion of the indirect complements of Verbs.*

Jamais sous le malheur un grand cœur ne s'abat. Dans l'esprit de l'ambitieux l'insuccès couvre la honte des moyens. Du désir d'être heureux naît souvent le malheur des hommes. À s'exposer au danger, tôt ou tard on succombe. De l'âme du méchant toute paix est bannie. Du bonheur de nos jours le premier pas décide. Aux malheureux la solitude est chère.

*Inversion of complements of subjects, and of complements depending from other complements.*

Du méchant la fortune est quelquefois prospère. L'homme de bien des méchans méprise les propos. Du coupable le rêve est son premier supplice. De la terre et des cieus les nombreuses merveilles attestent l'existence d'un être tout-puissant. Des hypocrites le langage artificieux a souvent l'apparence de la vérité.

*Inversion of the attribute.*

Le signe de la corruption est le mépris des lois. La principale qualité de nôtre langue est la clarté. Les plus beaux chefs-d'œuvre de l'antiquité sont l'Iliade et l'Enéide. La victoire qui nous honore le plus est celle que nous remportons sur nos passions. Le châtiment des méchants est d'éprouver des remords. Le plus grand éloge d'une femme est qu'on ne parle pas d'elle.

*Inversion of complements of the attribute. Inversion of the qualifier, either Adjective or Past Participle.*

Des plaisirs purs et vrais le travail est la source inépuisable. Docile à la voix de son maître, le cheval sait réprimer ses mouvements impétueux. La reconnaissance est d'une belle âme le premier besoin, et la plus douce jouissance. Toujours occupé de lui, l'égoïste ne songe pas aux infortunes des autres. De tous les sots métiers, médire est le plus sot. Fort de sa conscience, l'homme vertueux supporte avec courage les maux qu'il n'a pas mérités.

*Inversion of complements of Adjectives and Participles. Inversion of the Adverb.*

À tous les cœurs bien nés que la patrie est chère! Chacun pour soi-même est toujours indulgent. Du droit de ses enfants une épouse jalouse, pardonne rarement aux fils d'une autre épouse. Toujours quelques crimes précèdent de grands crimes. Jamais des trésors la soif ne me tourmente. Dejà j'entends des mers rugir les flots troublés.

ELLIPSIS: *No qualifying or determinative Adjective without a qualified or determined substantive. No relative Pronoun without an antecedent.*

Le quatrième et le sixième livre de l'Enéide sont le chef-d'œuvre



de l'épopée. Qui ne sait obéir ne sait pas commander. Le plus esclave des hommes est celui qui a ses passions pour tyrans. Qui parle sème, qui écoute recueille. D'un bout de la terre à l'autre les hommes ont les mêmes vertus et les mêmes vices. Qui vit content de peu de choses connaît l'indépendance.

ELLIPSIS: *No subject without a Verb in a personal mode.*

Nous nous devons assistance les uns aux autres. La loi doit être comme la mort, qui n'épargne personne. Le monde est fait pour l'homme, et l'homme pour les cieux. La honte, l'infamie accompagne le crime. Une parole, un geste suffit pour trahir nôtre pensée. Prières, larmes, rien n'a d'empire sur un cœur insensible. La crainte ou l'espérance règne dans le cœur de l'homme.

ELLIPSIS: *No direct complement without an active Verb, or a verb used transitively.*

Fontenelle regardait la vie comme un songe dont le réveil est la mort. Que devons-nous estimer plus que la science? la vertu. Chaque homme a ses vertus, ainsi que ses défauts. Les Romains ont subjugué l'Asie aussi bien que l'Afrique. Quelle qualité admire-t-on principalement dans Bossuet? la profondeur des pensées et l'éloquence du style.

ELLIPSIS: *No indirect complement without a Verb, a Participle, an Adjective, or a Substantive preceding it.*

Notre premier juge est dans nos cœurs. Outrager est d'un fou; flatter est d'un esclave. La modestie est au mérite, ce que les ombres sont au tableau. La vertu sur le trône est dans son plus beau lustre. La patrie est aux lieux où l'âme est enchainée. La vertu dans l'infortune est dans son plus bel éclat.

Teachers must show their pupils, in what the ellipsis consist in such sentences.

*Ellipsis: No indirect complements without Prepositions preceding them.*

Le printemps va bientôt succéder à l'hiver, et bientôt l'hirondelle reviendra visiter nos campagnes. On court venger une offense

légère, et l'on pardonne souvent un tort bien grave. L'inconstance est l'écueil où nos projets viennent échouer. Les méchants sont amis du mystère: ils semblent craindre le grand jour, et ne paraissent se plaire que dans le trouble.

*Pleonasms employed for subjects in propositions.*

Moi je cesserais de suivre les traces de mes ancêtres! Je lui parlerai moi-même. Anacharsis et moi, nous venons parmi vous pour assister à vos jeux. Tu t'es perdu toi-même, infortuné jeune homme. Vous encouragerez le mérite, vous qui devez au vôtre toute la considération dont vous jouissez. Vous et Télémaque vous regretterez d' avoir offensé Calypso.

*Same subject.*

Boire, manger, dormir, c'est le partage de la brute; penser avec liberté, sentir avec délicatesse, agir avec prudence c'est le partage de l'homme sage. Orner l'esprit des jeunes gens et les disposer à la vertu, c'est l'objet principal de leur éducation. Se montrer modéré dans la prospérité, c'est le comble de la sagesse.

*Pleonasms employed as direct complements.*

Il m'accuse d'ingratitude moi qui sacrifiai mes intérêts aux siens. Je te remercie, ô mortel généreux, toi qui fis pour moi ce que n'eût point fait le meilleur des pères. Ô passions, vous qui avez causé tant de maux, je vous redoute plus que la mort. Lui que l'honneur a toujours guidé, comment ne l'estimerai-je pas?

*Pleonasms employed as indirect complements.*

Que m'ont fait à moi ces ennemis que je combats? Que nous fait à nous le jugement des insensés? Que t'a-t-on répondu à toi? Qui vous a reproché, à vous, d' être ingrats? On ne lui a pas pardonné ses fautes, à lui qui fut si indulgent. Je leur ai inspiré, à eux, qui désirent vous retenir, la pensée de brûler votre vaisseau.

*Pleonasms employed for attributes.*

La base de toutes les vertus, c'est la religion. La principale qualité qui distingue la langue française, c'est la clarté. Le plus heureux de tous les hommes, c'est celui qui pratique la sagesse.

Le meilleur moyen de bien vivre avec soi, c'est de bien vivre avec les autres. Le véritable caractère d'un chrétien, c'est qu'il pardonne à ses ennemis.

*Same subject.*

Ce qui nous fait supporter patiemment l'adversité, c'est l'espérance d'un meilleur sort. Ce qui plaît le plus dans La Fontaine, c'est la simplicité jointe à la grâce. Ce qui m'afflige c'est de voir les méchants prospérer. Ce qui fait que les riches ne sont presque jamais heureux, c'est qu'ils usent mal de leurs richesses.

*Verbs having for subjects collective Nouns.*

Une nuée de barbares ravagèrent l'empire romain. La plupart des hommes vont chercher leur bonheur où ils ne sauraient le trouver. La moitié des humains rit de l'autre moitié. Une multitude d'animaux répandent la vie et l'enchantement dans ces belles retraites. Peu de personnes sont douées d'un goût pur et délicat.

*Present Participles and Verbal Adjectives.*

On apercevait çà et là quelques arbres s'élevant jusqu'aux nues. Des fleuves qui roulent leurs vagues écumantes semblent menacer la terre d'un envahissement. On ne goûte les charmes de l'étude qu'en s'y livrant, avec ardeur. C'est en supportant avec courage le poids de l'adversité qu'on se rend la fortune favorable.

*Past Participles.*

La vertu obscure est souvent méprisée. Charlemagne a encouragé les sciences et les lettres. Sémiramis a régné sur les Assyriens. Conservez précieusement les amis que vous avez faits. Nous avons consolé les malheureux, nous les avons secourus quelquefois; aussi nous ont-ils bénis. Le long usage des plaisirs les leur a rendus inutiles. Je ne regrette pas les biens que m'a ravés la colère Céleste.

TO TEACHERS.

Before giving to learners short sentences to imitate, it is most important they should be shown *first* how they may modify their

own models, either in adding complements to the subjects, or in modifying qualifying adjectives and verbs by means of adverbs, etc., as for instance: *La jeunesse de nos jours est très-présomptueuse.* Here the words *de nos jours*, *of our days*, illustrates a fundamental principle of the French tongue, viz: That the complement of a substantive must be preceded by the preposition *DE*, *of*, accordingly, we must say in parsing these words:

*De*, preposition.

*Nos*, possessive adjective, masc., plural, determines *jours*.

*Jours*, common subst., masc. plur., ind. compl. of *jeunesse*.

In the last example the adverb *très* modifies the qualifying adjective *présomptueuse*.

It is, only, by repeated imitations of these models and preceding examples, that learners will acquire a free expression of their thoughts and fully exercise their intellectual faculties. Forbidding INVENTION, *translations* cannot be of a very great service to them. This is proved by a long experience and undeniable facts. On the contrary, refreshing the memory with the general principles of the French language, requiring to mention the nature, classification, office and functions of every French word, these simple exercises, on grammatical parsing, will improve the intelligence of learners.

#### MODELS OF GRAMMATICAL PARSING.

##### *Subject expressed by Substantives.*

*La jeunesse est présomptueuse, Youth is presumptuous.*

*La*, article fem. sing. announces that *jeunesse* is employed determinately.

*Jeunesse*, com. subs., fem. sing. subject of the verb *est*.

*Est*, substantive verb, present indicative, 3d person, singular, 4th conjugation.

*Présomptueuse*, qualifying adjective, fem. singular, qualifying *jeunesse*.

To develop their intelligence, learners must progressively analyze all the sentences given at page 162, and following; or modify them, and compose others based on the same principles.



*Subjects expressed by Pronouns.*

Ils sont pieux, *They are pious.*

Ils, personal pronoun, 3d person plur., subject of the verb *sont*.

Sont, substantive verb, 3d person, present indicative, 4th conjugation.

Pieux, qualifying adjective, masc. plur., qualifying the subject *Ils*.

*Complements of Substantives and Pronouns.*

La vue de la campagne réjouit, celle de la mer étonne, *The sight of the country gladdens, that of the sea astounds.*

La, article fem. sing., announces that *vue* is used determinately.

Vue, com. subs., fem. sing., subject of the verb *réjouit*.

De, preposition.

La, article, fem. sing., announces that *campagne* is used determinately.

Campagne, com. subst., fem. sing., indirect compl. of *vue*.

Réjouit, active verb, used intransitively, pres. ind., 3d pers. sing., 2d conj.

Celle, demonstrative pronoun, 3d pers. fem. sing., subject of *étonne*.

De, preposition.

La, article, fem. sing., announces that *mer* is used determinately.

Mer, com. subs., fem. sing., ind. compl. of *celle*.

Étonne, active verb, used intransitively, pres. ind., 3d pers. sing., 1st conjugation.\*

*Complements of Adjectives.*

La pauvreté est difficile à supporter, *Poverty is hard to bear.*

La, art. fem. sing., announces that *pauvreté* is used determinately.

Pauvreté, com. subs., fem. sing., subject of *est*.

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\* Active verbs are used intransitively, when they have no direct complements.

- Est*, substantive verb, pres. ind., 3d pers. sing., 4th conjugation.  
*Difficile*, qualifying adj., fem. sing., qualifies *pauvreté*.  
*À*, preposition.  
*Supporter*, active verb, pres. infinitive, 1st conj., ind. compl. of *difficile*.

*Direct complements expressed by Substantives.*

Le temps renverse les monuments des arts, *Time destroys the monuments of art.*

- Le*, art. masc. sing., announces that *temps* is employed determinately.  
*Temps*, com. subs., masc. sing., subject of the verb *renverse*.  
*Renverse*, active verb, pres. ind., 3d person sing., 1st conjugation.  
*Les*, art. masc. plur. announces that *monuments* is used determinately.  
*Monuments*, com. subs., masc. plur., direct compl. of *renverse*.  
*Des*, contracted article; *de*, preposition, *les*, art. masc. sing., announces that *arts* is used determinately.  
*Arts*, com. subs., masc. plur., ind. compl. of *monuments*.

*Substantives standing for subjects or direct complements though preceded by the preposition DE, of.*

De la générosité annonce de la grandeur d'âme, *Some generosity announces some greatness of soul.*

- De*, preposition used in a partitive sense.  
*La*, art. fem. sing., announces that *générosité* is employed determinately.  
*Générosité*, com. subs., fem. sing., subject of the verb *annonce*.  
*Annonce*, active verb, pres. ind., 3d pers. sing., 1st conjugation.  
*De*, preposition used in a partitive sense.  
*La*, art. fem. sing., announces that *grandeur* is employed determinately.  
*Grandeur*, com. subs., fem. sing., direct compl. of *annonce*.  
*De*, preposition.  
*Âme*, com. subs., fem. sing., ind. compl. of *grandeur*.

OBSERVATION.—Though the office of prepositions be to form

indirect complements, it happens sometimes that the preposition *DE* may precede substantives employed as *subjects* or *direct complements*; it is when that preposition is used *partitively*, i. e.: signifying; *quelque*, *quelques*, *some*, or *any* in interrogations.

In negative French cases, *DE*, answering to the determinative adjective *aucun*, *not any*, announces also a direct object, as shown by the following: *Je n'ai pas d'amis*, *I have no friends*.

*Je*, pers. pron., 1st pers. M. S., subj. of the verb *ai*.

*Ne, pas*, adverbs of negation.

*Ai*, trans. verb, pres. ind., 1st pers. sing., 3d conj.

*De*, preposition, standing for *ne, aucun*, employed determinately, determines *amis*. See page 120., n. 4.

*Amis*, com. subs., mas. plur., direct compl. of *avoir*.

Analyze thus all the partitive and determinate cases where the preposition *DE* stands for substitute of determinative adjectives.

*Direct complements expressed by pronouns.*

*L'éclat du soleil nous éblouit*, *the brightness of the sun dazzles us*.

*Le*, art. mas. sing., announces that *éclat* is used determinately.

*Éclat*, com. subs., mas. sing., subj. of the verb *éblouit*.

*Du*, contracted article; *de*, prep., *le*, art., mas. sing., announces that *soleil* is employed determinately.

*Soleil*, com. subs., mas. sing., ind. compl. of *éclat*.

*Nous*, personal pron., 1st person plur., direct compl. of the verb *éblouit*.

*Éblouit*, active verb, pres. ind., 3d pers. sing., 2d conjugation.

**SAME SUBJECT:** *Possessive, demonstrative, relative, and indefinite pronouns used as complements.*

*Hereule coupa chacune des têtes de l'hydre*, *Hercules cut off each of the heads of the hydra*.

*Hercule*, proper name, masc. sing., subject of the verb *coupa*.

*Coupa*, active verb, past definite, 3d pers. sing., 1st conj.

*Chacune*, indef. pron., 3d pers. fem. sing., direct compl. of *coupa*.

- Des*, contracted art. ; *de*, preposition, *les* article fem. plur., announces that *têtes* is used determinately.  
*Têtes*, com. subs., fem. plur., ind. compl. of *chacune*.  
*De*, preposition.  
*Le*, art. mas. sing., announces that *hydre* is used determinately.  
*Hydre*, com. subs., mas. sing., ind. compl. of *têtes*.

*Two subjects and two direct complements.*

Les sciences et les lettres ornent l'esprit et le cœur; *sciences and literature adorn the mind and the heart.*

- Les*, art. fem. plur., announces that *sciences* is used determinately.  
*Sciences*, com. subst., fem. plur., subj. of the verb *ornent*.  
*Et*, conjunction.  
*Les*, art. fem. plur., announces that *lettres* is employed determinately.  
*Lettres*, com. subs., fem. plur., subj. of the verb *ornent*.  
*Ornent*, act. verb., pres. ind., 3d pers. plur., 1st conjugation.  
*Le*, article, announces that *esprit* is used determinately.  
*Esprit*, com. subs., masc. sing., direct compl. of *ornent*, etc.

*Indirect complements of verbs expressed by substantives.*

Sésostriis régna en Egypte, *Sesostris reigned in Egypt.*

- Sésostriis*, proper name, masc. sing., subj. of *régna*.  
*Régna*, intransitive verb, past def., 3d pers. sing., 1st conj.  
*En*, preposition.  
*Egypte*, proper subs., fem. sing., ind. compl. of *régna*.

*Indirect complements of verbs expressed by pronouns.*

Votre prudence vous a mérité des éloges, *your prudence has procured you some praises.*

- Votre*, poss. adj., fem. sing., determines *prudence*.  
*Prudence*, com. subs., fem. sing., subj. of *a mérité*.  
*Vous*, pers. pron., 2d pers. plur., ind. compl. of *a mérité*.  
*A mérité*, act. verb, past indef., 3d pers. sing., 1st conjugation.  
*Des*, contracted art. ; *de*, prep. used in a partitive sense, *les* art. masc. plural determines *éloges*.



*Éloges*, com. subs., masc. plur., direct complement of *a mérite*.

*Pronouns standing sometimes for direct, and sometimes for indirect complements of Verbs.*

Nous nous sommes déclaré la guerre, *We have declared war to ourselves.*

*Nous*, pers. pron., 1st pers. plur., subject of *sommes déclaré*.

*Nous*, pers. pron., 1st pers. plur., ind. compl. of *sommes déclaré*.

*Sommes déclaré*, pronominal verb, past indef., 1st pers. plur., 1st conjugation. Part. invariable.

*La*, art. fem. sing., announces that *guerre* is used determinately.

*Guerre*, com. subs., fem. sing., direct compl. of *sommes déclaré*.

Tu t'es donné en spectacle, *Thou hast made a show of thyself.*

*Tu*, pers. pron., 2d pers. sing. masc., subj. of the verb *es donné*.

*Te*, pers. pron., 2d pers. sing. masc., direct compl. of *es donné*.

*Es donné*, pron. verb, past indef., 2d pers. sing., 1st conj.

*En*, preposition.

*Spectacle*, common subs., masc. sing., ind. compl. of the verb *es donné*.

*Two indirect complements depending on the same Verb.*

L'aigle l'emporte sur les autres animaux en force et en dignité:  
*The eagle surpasses the other animals in strength and dignity.*

*Le*, art. masc. sing., announces that *aigle* is employed determinately.

*Aigle*, com. subs., masc. sing., subj. of the verb *emporte*.

*Le*, pers. pron., 3d pers. masc. sing., referring vaguely to the eagle's *qualities*, direct complement of *emporte*.

*Emporte*, active verb, pres. ind., 3d pers. sing., 1st conj.

*Sur*, preposition.

*Les*, art. masc. plur., announces that *animaux* is used determinately.

<i>Autres,</i>	indefinite adjective, masc. plur., determines <i>animaux</i> .
<i>Animaux,</i>	com. subs., masc. plur., ind. compl. of <i>emporte</i> .
<i>En,</i>	preposition.
<i>Force,</i>	com. subs., fem. sing., ind. compl. of <i>emporte</i> .
<i>Et,</i>	conjunction.
<i>En,</i>	preposition.
<i>Dignité,</i>	com. subs., fem. sing., ind. compl. of <i>emporte</i> .

*Indirect complements expressed by the pronouns DONT, EN.*

*Vous m'avez rendu service et j'en suis reconnaissant, You have obliged me, and I am thankful for it.*

<i>Vous,</i>	pers. pron., 2d pers. plur., subject of the verb <i>avez rendu</i> .
<i>Me,</i>	pers. pron., 1st pers. masc. sing., ind. compl. of <i>avez rendu</i> .
<i>Avez rendu,</i>	act. verb, past indef., 2 pers. plur., 4th conj.
<i>Service,</i>	com. subs., masc. sing., direct compl. of <i>avez</i> <i>rendu</i> .
<i>Et,</i>	conjunction.
<i>Je,</i>	pers. pron., 1st pers. masc. sing., subj. of <i>suis</i> .
<i>En,</i>	pers. pron., 3d pers., masc. sing., ind. compl. of <i>reconnaissant</i> , its antecedent is <i>service</i> .
<i>Suis,</i>	substantive verb, pres. ind., 1st pers. sing., 4th conj.
<i>Reconnaissant,</i>	qualif. adj., masc. sing., qualifies <i>Je</i> .

*Ils ont reçu des récompenses dont ils étaient dignes, they received rewards they deserved.*

<i>Ils,</i>	pro. pers., 3d pers. masc. plur. subj. of <i>ont reçu</i> .
<i>Ont reçu,</i>	act. verb, past indef., 3d pers. plur., 3d conj.
<i>Des,</i>	contracted art; de prep. used partitively, <i>les</i> art. announces that <i>récompenses</i> is employed de- terminately.
<i>Récompenses,</i>	com. subs., fem. plur., direct compl. of <i>ont reçu</i> .
<i>Dont,</i>	rel. pron., 3d pers. fem. plur., ind. compl. of <i>dignes</i> , Its ant., is <i>récompenses</i> .
<i>Ils,</i>	pers. pron., 3d pers. plur., subj. of <i>étaient</i> .
<i>Étaient,</i>	subst. verb, imperf. ind., 3d pers. plur., 4th conj.
<i>Dignes,</i>	qual. adj., masc. plur., qualifies <i>Ils</i> .

*Infinitives standing for subjects, for direct and indirect complements of Verbs.*

*Etudier* est agréable, *To study is agreeable.*

*Etudier*, active verb, used intransitively, pres. inf. subj. of *est*.

*Est*, subs. verb, present, ind., 3d pers. sing., 4th conj.

*Agréable*, qual. adj., masc. sing., qualifies *travailler*.

*L'impunité* commence par rendre les lois inutiles, et elle finit par les rendre ridicules, *Impunity commences by rendering laws useless, it ends in rendering them ridiculous.*

*La*, art. fem. sing., announces that *impunité* is used determinately.

*Impunité*, com. subs., fem. sing., subj. of *commence*.

*Commence*, act. verb, pres. ind., 3d pers. sing., 1st conj.

*Par*, preposition.

*Rendre*, act. verb., pres. inf., 4th conj., dir. compl. of *commence*. (See observation, page 124.)

*Les*, art. fem. plur., announces that *lois* is used determinately.

*Lois*, com. subs., fem. plur., dir. compl. of *rend*.

*Inutiles*, qualif. adj., fem. plur., qualifies *lois*.

*Elle*, pers. pron., 3d pers. fem. sing., subj. of *finir*.

*Finir*, act. verb, pres. ind., 3d pers. sing., 2d conj.

*Par*, preposition.

*Les*, pers. pron., 3d pers. fem. plur., dir. compl. of *rendre*.

*Rendre*, act. verb, pres. infinitive, 4th conj. direct compl. of *finir*.

*Ridicules*, qualif. adj., fem. plur., qualif. *les*, representing *lois*.

*Nous nous avançâmes* pour combattre, *we advanced to fight.*

*Nous*, pers. pron., 1st pers. plur., subject of *avançâmes*.

*Nous*, pers. pron., 1st pers. plur., dir. compl. of *avançâmes*.

*Avançâmes*, pron. verb., past def., 1st pers. plur., 1st conj.

*Pour*, preposition.

*Combattre*, act. verb, used intransitively, pres. inf., 4th conj., ind. compl. of *avançâmes*.

*Infinitives employed for direct complements, though preceded by prepositions.*

L'homme sage craint de compromettre sa réputation, *the wise man fears to endanger his reputation.*

*Le*, art. masc. sing., announces that man is used determinately.

*Homme*, com. subs., masc. sing., subj. of *craint*.

*Sage*, qual. adj., masc. sing., qualifies *homme*.

*Craint*, act. verb., pres. ind., 3d pers. sing., 4th conj.

*De*, preposition.

*Compromettre*, act. verb. pres. inf., 4th conj., direct compl. of *craint*.

*Sa*, poss. adj., fem. sing., determines *réputation*.

*Réputation*, com. subs., fem. sing., dir. compl. of *compromettre*.

*Adverbs employed for subjects, for direct or indirect complements.*

Trop de repos diminue la vigueur du corps, *too much ease diminishes the body's strength.*

*Trop*, adverb used substantively, grammatical subject of *diminue*.

*De*, preposition.

*Repos*, com. subs., masc. sing., ind. compl. of *trop*, and sylleptical subj. of *diminue*.

*Diminue*, act. verb. pres. ind., 3d pers. sing., 1st conj.

*La*, art. fem. sing., announces that *vigueur* is used determinately.

*Vigueur*, com. subs., fem. sing., dir. compl. of *diminue*.

*Du*, contracted art.; *de*, prep., *le*, art., masc. sing., announces that *corps*, is used determinately.

*Corps*, com. subs., masc. sing., ind. compl. of *vigueur*.

L'éloquence de Bossuet a beaucoup d'élévation, *the eloquence of Bossuet is very elevated.*

*La*, art. fem. sing., announces that *éloquence* is used determinately.

*Éloquence*, com. subs., fem. sing., subject of *a*.

*De*, preposition.

*Bossuet*, proper name, ind. compl. of *éloquence*.



*A*, active verb, pres. ind., 3d pers. sing., 3d conj.

*Beaucoup*, adverb, used substantively, dir. compl. of *a*.

*De*, preposition.

*Élévation*, com. subs., fem. sing., ind. compl. of *beaucoup*.

Having shown what are the principles of grammatical parsing, teachers using our method will complete what we have summarily indicated in the foregoing pages. They will show pupils how to fill the *ellipsis* in supplying the words elided, and with cases of pleonasm or inversion they must explain to them in what consists the *superabundance* of words, or indicate the direct construction in placing words in the analytical order of the thought. Full information on these different subjects will be found in our Complete Course, more suitable for English pupils than Noël and Chapsal, Poitevin, or any French text-book intended for French native learners.

THE END.

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FROM PROF. GEORGE ALLEN,

Professor of Greek and Latin in the University of Pennsylvania.

Having examined M. Sue's French Course, with the assistance of his own oral explanations, I do not hesitate to pronounce it to be the well-considered work of one who shows himself to be at the same time a critical grammarian and a practical teacher of singular tact and judgment. I am acquainted with no other published course that appears to me to be so well calculated—by its method, by the clear-

ness and precision of its rules, and by the appropriateness of its exercises—to ground the pupil solidly in an accurate and familiar knowledge of the language.

FROM PROF. ROBERT H. LABBERTON.

I have examined with much attention Professor Sue's Practical and Intellectual Method of learning French, and am happy to bear testimony to the practical tact and sound scholarship which he has shown in the preparation of the series.

The arrangement is simple and lucid, and the gradual steps by which the learner is introduced to the difficulties of grammar are such as, in my estimation, to render the book deserving of the patronage of every instructor.

It is "French made easy," not by leaving out all the hard parts, but by presenting the difficulties one at a time, and in the order most consonant to nature and reason.

FROM PROF. A. L. FLEURY,

Professor of Technology at the Western University, Pittsburg, Pa.

DEAR SIR:—Having read with great attention and interest your complete course of the French language, it is with a full conviction that I can point out the progress that has therein been made in the way of instruction, and to acknowledge the new impulse which your practically intellectual grammar is calculated to give to the study of a language that is nearly universal in the scientific world, and much esteemed in good American society.

Truly, dear sir, you have filled up a great and deplorable gap in this too much neglected part of a good and solid education, and you have, by a practical and well-graduated instruction, rendered easy of access and comprehension what others have hitherto made so difficult to understand because of their want of knowledge and logic, or by obscure theories followed by still worse practice. Those who will take the pains to examine more closely most of the known French grammars cannot fail to acknowledge that they are impositions on the good sense and judgment of the American public; they are an insult to the corps of teachers, and a great wrong to the scholars, whose judgment they corrupt by teaching them false theories.

A prominent but very simple point of your method of teaching French, and one that cannot be too much dwelt upon, and one that

is found in none even of the most elementary instruction-books, is the practical, complete, and intelligent way of teaching the verb in all its modes, tenses, and persons, by means of the characteristic inflection of this part of speech in the French language. By the aid of your method, and by simply employing the verb, deprived of all theory, brought to play without effort, the mind of the youngest scholar is developed by means of well-graduated and natural exercises. He learns the signification of the words, forms simple propositions, and modifies them himself. The exercises for beginners, such as are indicated in the first part of your grammar, based on the study of the verb, on its general principles, and combined with the other parts of French speech, are truly *gymnastically* graduated for the intellect of the beginners. We vainly look for these in other elementary works. In other words, with such exercises the young scholar learns to think before he speaks, a privilege that is refused to him by all methods that occupy themselves only with translations, and which cultivate the memory at the expense of the intellect. To teach the scholar to *think*, to *reflect*, is, according, to my idea, a great and indisputable progress. Without obviating the difficulties that ever must accrue to any kind of study, your syntax contains, in my opinion, developments which will be a great assistance not only to the student, but even to those who already possess a general knowledge of the French language; while at the same time the numerous exercises and examples contrasted in the two languages form a practically developed course, the complement to which is found in your elegant translation of the Vicar of Wakefield, in which we encounter the elements of a lively, natural, and truly French conversation, and wherein you have very skilfully introduced a great number of idiomatic expressions which defy all analysis and rules of syntax. This opinion I have formed with a full knowledge of the subject. I can add that I find my opinion participated in by other persons, who are more competent than myself to judge of the merits of your work. I have no hesitation in predicting that, notwithstanding the opposition and obstacles which ignorance and stupidity will ever place in the way of progress, the *intelligent* public will render full justice to him who has employed his intellect and valuable time in producing a so much needed work of reform.

Wishing you full success, I have the honor to be, dear sir,

Yours, most respectfully,

To JEAN B. SUE, Esq.

A. D. FLEURY.



FROM MAD. CAROLINE CORSON.

Mr. Sue's New Method of imparting the French language is undoubtedly the best that has as yet appeared. Complete throughout, it leaves nothing undecided, and answers every possible query that can arise in the French student's mind. Based upon the well-known grammar of Noël and Chapsal, used in the French colleges and institutions, it contains most valuable additions to facilitate the acquisition of the language by foreigners. What particularly recommends the course is its elementary part. Mr. Sue furnishes his pupil at once with the proper tools necessary to accomplish his object. He puts him immediately in possession of the *verb*,—the most important element in all languages, and especially of the French,—and enables him to frame sentences from the beginning. The simplified manner in which Mr. Sue teaches the difficulties of the verb is also a most valuable feature of his course. A long experience in teaching the French language has assured me that pupils never become thoroughly familiar with the verb by the method of paradigms: it is a slow and unsatisfactory process. Mr. Sue has wisely chosen that of inflection, which the pupil seizes much more readily, and which greatly facilitates the study of the verb, by relieving the memory of numberless rules and exceptions unnecessarily complicated and which but too often discourage him in his studies.

It is to be hoped that teachers will recognize the superiority of the course to the unsatisfactory methods we have been obliged to use heretofore, and that it will be generally introduced into our institutions of learning.

FROM PROF. C. M. ESTABROOK,

Principal of the Union School, Ypsilanti, Mich.

DEAR SIR:—I have examined your "Practical and Intellectual Method" with interest, and am much pleased with its manner of presenting the principles of the French language. Its concise definitions and methodical arrangement give it a marked superiority to those collections of isolated principles and phrases which so often bear the title of "French Grammar."

I trust that the use of your series may produce the happy result of elevating the study of the French from a mere exercise in translation, to its proper position among the *living languages*.

FROM PROF. S. S. GREENE,  
Brown University, Providence, R. I.

MY DEAR SIR:—I have given some attention to the books, and am very much pleased with them. I think they are the *best* French series I have ever seen.

You merely ask me to give them a place in my library on condition that they are as good as their predecessors. I most cheerfully give them a place there on higher grounds, and thank you besides.

FROM PROFESSOR P. MORAND.

The French course by M. Jean B. Sue, just published in this city, is a work which I consider far superior to any of the kind that has appeared on this side of the Atlantic. The author, as it appears, has wisely not attempted to represent with English characters the Celtic sounds of the French language, and has, moreover, had the excellent idea to begin his book by exercises upon the verb,—the most important part of speech. Another merit of this production is the adaptation of the excellent grammar of MM. Noël and Chapsal to the teaching of the French language in American schools. May the undertaking be crowned with success, and justice will be done to the work.

FROM CHANCELLOR TAPPAN AND PROF. EVANS,  
Of the University of Michigan.

We have examined the manuscript of Mr. Sue's Grammar, based on that of Noël and Chapsal, so deservedly popular in France. It is the work of one who is evidently familiar with the deficiencies of many of the grammars and systems now in use, and is well adapted to aid the pupil in overcoming the difficulties and in learning to appreciate the beauties and peculiarities of the French language. Mr. Sue's treatment of the verbs (especially of his subjunctive mood) and his exercises on the idiomatic use of the verbs present a new and admirable feature of the work.

His translation of the *Vicar of Wakefield*, with references to his Grammar, combines a faithful rendering of the original with great idiomatic purity, and forms a valuable reading-book.

We take pleasure in recommending these works to all those interested in the study of the French language.

FROM PROF. GUILLEMET,  
Of the University of Pennsylvania.

After a close examination of your complete French Course, I do not hesitate to say that teachers who will adopt your method of teaching will obtain satisfactory results.

Combining in due proportion practice and theory, your system seems in a superior degree adapted to the instruction of pupils.

FROM PROF. J. J. REED,  
Author of "Outlines of Universal History," etc.

I have examined Prof. Sue's "New French Course" with a good deal of care, and I have no hesitation in saying that in my judgment it is the best system yet published for the use of the English student in acquiring a knowledge of the French language. The author seems to me to have succeeded admirably in so *anglicizing* and adapting to his purpose the best native French methods, as to render his work eminently fitted for the use of the English pupil.

His excellent translation of "The Vicar of Wakefield" into corresponding idiomatic French—the English text being on one page and the translation opposite to it—is a splendid study, and will reward the student with a clear perception of the relative characteristics of the two languages.

I am sure that competent teachers will find Prof. Sue's "New Course" a very useful work in the hands of their classes.

FROM PROF. LEO ROMER,  
Principal Michigan Female Seminary of Detroit.

(EXTRACT FROM A PRIVATE LETTER.)

\* \* \* To supply a want long felt, Professor Sue has written a new French Grammar, which I can pronounce, after a thorough examination, as superior to any French Grammar used in the country. He has avoided the gross errors and vague expressions of Fasquelle and others.  
\* \* \* All those who have some knowledge of the French language will prefer it to any book in use now; and I would introduce it at once in the institution under my charge. \* \* \*



















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